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ABSTRACT

This document consists of six issues of the Child Care Bulletin, a bimonthly publication of the National Child Care Information Center. The January-February issue focuses on infants and toddlers in child care. Topics discussed include caring for infants with special needs, designing quality group care environments, Early Head Start programs, and school-based care for children of teen parents. The March-April issue focuses on family child care. Topics discussed include the "There's No Place Like Home" training program, Army family child care, and corporate support for family child care networks. The May-June issue focuses on using technology to serve children and families. Topics discussed include accessing information on the Internet, the national Child Care Information Center, distance learning, and advice for administrators. The July-August issue focuses on child care financing. Topics discussed include state-based approaches to financing, business involvement in financing, and developing inclusive programs for children with disabilities. The September-October issue focuses on child care research. Topics discussed include policy and research collaboration initiatives and planning cohesive child care systems. The November-December issue focuses on child care in Native American and Alaska Native communities. Topics discussed include the impact of the Child Care and Development Fund, promoting tribal and state coordination, and planning for facility development. Each issue describes several child care program initiatives and presents organization resources and publications pertinent to child care. (JW)

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# Child Care Bulletin

Child Care Bureau | January/February 1996 • Issue 7

# Promoting Quality Care for Infants and Toddlers

ED 405 974

***A message from the Associate Commissioner:***

More than 5 million infants and toddlers across the United States are in need of child care while their parents are at work. Yet, according to numerous reports throughout the past year, access to quality infant care remains a serious issue, particularly for low-income working families. As the Child Care Bureau celebrates its first birthday, it is most appropriate for us to turn the spotlight on the care of our youngest children.

On January 5, 1995, Department of Health and Human Services Secretary Donna Shalala announced the establishment of the Child Care Bureau to streamline operations and to improve and expand child care services. Throughout this first year we have launched many initiatives to improve services and promote public awareness about child care issues. One of our first projects was the development of the "Healthy Child Care Campaign," an effort to link health and child care in states and communities across the country. Through these links, locally tailored strategies are being developed to promote the healthy development of children. The link between child care and health is critical for all children, but particularly for the care of infants and toddlers.

On this, the Child Care Bureau's first birthday, we are reminded of the critical importance of the early years which were outlined by *Starting Points: Meeting the Needs of Our Youngest Children*, the landmark report of the Carnegie Corporation of New York. We know that for healthy development, infants and toddlers need close relationships with a small number of caring adults in safe, predictable, and intimate settings. These relationships start with their parents and later include other adults.

To mark this new year, we ask all of you to renew your commitment to improving the quality of care for infants and toddlers by:

- ➢ expanding training and supports for infant care providers in your state and community;
- ➢ stepping up efforts to ensure healthy and safe child care environments through connections with the health community;
- ➢ promoting positive relationships between parents and providers in their mutual efforts to care for very young children; and
- ➢ ensuring that parents have the information and resources that they need to choose quality care.

We salute the thousands of individuals across the country who work every day to care for very young children. We hope that the ideas and initiatives highlighted in this issue of the *Child Care Bulletin* will stimulate creative and new thinking about caring for infants and toddlers. Our youngest and most vulnerable children are counting on all of us!

-- *Joan Lombardi*
Child Care Bureau
January, 1996

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Administration for Children and Families
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## Infants and Toddlers in Child Care



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# Caring for Infants with Special Needs

*Katy Beh Neas*

Finding affordable quality care for an infant or toddler with a disability can be challenging. To address this need, Easter Seal Solutions (ESS), a child care training and placement program, was developed by the Easter Seals Society of North Georgia.

The program recruits and trains temporary and permanent caregivers in early childhood developmental practices and in working with infants and toddlers with varying types of disabilities. In addition, Easter Seals staff will customize training for child care centers, replicate training packages for those outside of the Atlanta area, and provide consultations on issues related to the Americans with Disabilities Act (ADA).

The training program has seven sections and is based on developmental practices supported by the National Association for the Education of Young Children (NAEYC). One training section focuses on working with infants and toddlers with disabilities and other special needs. In another section on speech therapy, staff are trained to address the communication needs of young children, including how to meet different needs and ability levels within a group. The occupational therapy training focuses on the development of fine motor skills. Providers learn about feeding techniques and adaptations for different abilities. The physical therapy section presents gross motor skills training and includes diapering, positioning, and related issues.

*Katy Beh Neas is a Senior Government Relations Specialist in the Office of Public Affairs, National Easter Seal Society. More than 40 local Easter Seal affiliates provide child care, and more than 90 affiliates provide infant and early intervention services. For more information, contact Katy at: (202) 347-3066.*

# *Starting Points* Grants for Local Initiatives

*Michael Levine*

Through a grants program of the Carnegie Corporation of New York, selected states and cities will begin to implement the reforms called for in the landmark report, *Starting Points: Meeting the Needs of Our Youngest Children*. The report draws on scientific knowledge about the development of infants and proposes an action agenda to ensure that young children are provided with a healthy start. It recommends community strategies to supply quality child care choices, promote responsible parenthood, and ensure good health and protection for young children.

The grants initiative promotes implementation of *Starting Points'* recommendations by engaging key state and community leaders, improving public and private sector policies, and tracking the state's or city's progress in meeting the needs of families with young children, especially disadvantaged families. The grant network is also designed to allow foundation staff and national experts to monitor the impact of federal policy changes under different state and local conditions, and to test new public education strategies.

Last fall, 16 states and 12 cities submitted grant proposals that demonstrated innovative collaborations between public and private agencies that serve families with young children in "high-risk" environments.

Grants ranging from $150,000 to $300,000 have been awarded to 14 cities and states. The appropriation for the two-year initiative totals approximately $3.5 million. The selected cities and states are: Atlanta, Baltimore, Boston, Colorado, Florida, Georgia, Hawaii, North Carolina, Ohio, Pittsburgh, Rhode Island, San Francisco, Vermont, and West Virginia.

To obtain a copy of *Starting Points: Meeting the Needs of Our Youngest Children*, see the "Resources in Child Care" section in this issue.

*Michael Levine is Program Officer for Carnegie Corporation of New York, 437 Madison Avenue, New York, NY 10022, (212) 371-3200.*

## Studies Measure Impact of Family and Medical Leave

The bipartisan Commission on Leave has released two studies on the use of family and medical leave policies and their effect on employers and employees. The Family and Medical Leave Act (FMLA) took effect in August 1993, requiring businesses with more than 50 employees to grant workers up to 12 weeks of unpaid leave to address their own serious health condition; the serious illness of a child, parent or spouse; or the birth or adoption of a child.

One study found that a majority of employers have expanded the number of reasons allowable for employees to take leave. Many employers have changed their policies to allow male employees to take leave to care for sick, newborn, or newly adopted children. Approximately 90 percent of these firms reported no costs or small costs associated with administration, hiring and training, and continuation of benefits under the FMLA.

The Commission's mandate is to assess the effect of family and temporary medical leave policies, programs, and practices on employers and employees. "These are the first nationally representative, statistically valid data on the FMLA," said Ann Bookman, Director of the Commission on Leave. The Commission's final Report to Congress will include new data on parental leave and other forms of leave covered by FMLA, and will be available to the public in February 1996.

*For more information, contact the Commission on Leave at the Department of Labor Women's Bureau at: (202) 219-6611, ext. 108.*

# Designing Group Care Environments for Infants and Toddlers

*Louis Torelli*

A well designed environment is safe for infants and toddlers while it also challenges their motor skills, stimulates the senses, and supports their emotional well being. A group care environment should be designed to promote children's individual and social development through learning that is age appropriate and child directed. In surroundings that are safe to explore, infants and toddlers learn to map their environment cognitively, to manipulate it, and to master it.

For infants and toddlers, there is a close link between motor development and emotional competence. The child care environment should support appropriate movement as well as a young child's need to crawl, climb, run, and jump.

Using these principles, providers can create a "Landscape for Learning" when planning or renovating classrooms. The goal is to incorporate a variety of levels to create a setting that is safe, challenging, and child directed. Recessed areas, platforms, lofts, low walls, and canopies can be placed along the periphery to "sculpt" the room and create various age appropriate activity areas. The open center of the room allows for free movement and flexible activity space. The environment should be highly functional, attractive, age appropriate, and teacher supported.

## A Landscape for Learning

Designing or remodeling a child care facility provides an opportunity to create room layouts that can optimize a developmentally designed program. Consider these guidelines:

✓**Group Size:** All infants and toddlers need individualized, responsive, and respectful care. A combination of high staff-to-child ratios and small groups makes this possible. As stated in *Caring for Infants & Toddlers in Groups: Developmentally Appropriate Practice*,* whether they are in same age or mixed age groupings, no more than six children who are not yet mobile should be in a group; a caregiver should be responsible for no more than three young infants. No more than nine children who are crawling should be in a group, with a caregiver responsible for no more than three mobile infants. For children 18 months to three years, group size should be no more than 12, and the staff-to-child ratios, 1:4.

✓**Room Size and Square Feet per Child:** Children in group care environments need adequate space to move, grow, and learn. For a group size of six or fewer, the classroom should incorporate a minimum of 350 square feet of usable space. For more than 6 children, a minimum of 50 square feet of usable space per child should be provided. Usable space does not include areas allotted for cribs, diapering tables, kitchens, nap rooms, or bathrooms.

✓**Flooring:** Infants and toddlers may spend much of their time on the floor. For safety and comfort, the majority of the classroom should be carpeted, with the exception of eating, diapering, or messy play areas. Use low pile, neutral colored, antimicrobial carpeting (to prevent the growth of fungus and mold).

✓**Ventilation:** Studies have shown that air quality in many child care centers is substandard below three feet, which is precisely the level at which children are breathing. To remedy this, install adequate natural and mechanical ventilation, such as ceiling fans, operable skylights, and central air systems that use fresh, rather than recirculated, air. Since children love to observe, classrooms should have child-height windows, allowing the children to feel visually connected with the outside.

✓**Lighting:** The quality of light contributes to visual development. For child care settings, incandescent is preferable to fluorescent lighting.

✓**Color:** Bright colors can be over stimulating to young children. Ivory or eggshell colored walls, and furniture made of natural wood provide a calming atmosphere.

✓**Storage:** A well designed environment depends on adequate, accessible storage located in the classroom. Wall storage adjacent to each area allows caregivers to change activity materials without leaving the room under-supervised, while it also frees up valuable, usable play space.

✓**Ease of Supervision:** The environment should allow caregivers to supervise children from anywhere in the classroom. This can be done by placing activity areas along walls, leaving the center of the room open, with diapering or food preparation areas separated from the classroom by half-height walls.

A setting that is developmentally designed will increase the effectiveness of caregivers as well as enhance the experiences of the children.

*Louis Torelli, M.S.Ed., is a partner with architect Charles Durrett in Spaces for Children, a child care facility design firm. For more information, contact: (510) 549-9980 or (800) 895-3121.*

*To obtain a copy of *Caring for Infants & Toddlers in Groups: Developmentally Appropriate Practice*, see "Resources in Child Care" in this issue.

# Early Head Start Focuses on Successful Models for Care

The years from birth to age three are critical to a child's development. Providing comprehensive services that support families during these years can make a lasting, positive impact in their lives. In recognition of this, with Presidential leadership and broad bipartisan support, the Early Head Start (EHS) initiative was established as part of the 1994 Human Services Reauthorization. This initiative extends Head Start services to infants, toddlers, and their families.

Last September, 68 EHS programs were funded in 32 states, the District of Columbia, Puerto Rico and two tribal communities in North Dakota and Washington. Together, these grantees will serve more than 5,000 children and families.

The EHS programs are community based and offer a wide variety of approaches for high quality child development and family support services. The EHS models funded include programs that emphasize family child care, center-based care, and home visiting (especially for families with infants).

EHS program sponsors include Head Start grantees, school systems, child care programs, colleges, community mental health centers, medical centers, city and county governments, Indian Tribes, community action agencies, and other nonprofit agencies. Depending on community needs and strengths, some projects will focus on specific areas, such as services for teen parents, family literacy, or substance abuse treatment.

To improve services for infants and toddlers, ZERO TO THREE\ The National Center and WestEd (formerly the Far West Laboratory for Educational Research and Development) will provide technical assistance to EHS programs. In addition, a research strategy has been designed to include a rigorous national evaluation and in-depth local research to understand further the child, family, and program variables that contribute to positive outcomes. The evaluation plan, to be conducted by Mathematica Policy Research and Columbia University, will identify successful models and lay the foundation for longitudinal studies.

The proposed new Head Start Program Performance Standards will also include guidelines for serving families with infants and toddlers.

The EHS initiative will benefit families with young children by improving the delivery of early childhood and family support services.

*For more information, contact Diane Carroad, Editor, Head Start Bulletin, 330 C St., SW, Room 2310, Washington, DC 20201.*

## *Spotlight on. . .*

**Kansas City's Early Head Start (EHS) program**, a community-based, comprehensive family support system, builds upon existing partnerships to ensure a coordinated service delivery process for the city's most vulnerable children and families. As the lead agency for the EHS program, KCMC Child Development Corporation has been successful in facilitating partnerships that use Head Start support to leverage funds for improving the quality of child care.

Major partners with KCMC in the EHS program are the Swope Parkway Comprehensive Health Center and the Local Investment Commission (LINC). Swope Parkway provides well-baby checkups, immunizations, health screenings, parent and child interaction therapy, and other health-related services. LINC oversees a comprehensive approach to job development in low-income communities through collaborative agreements with private businesses, the Missouri Department of Social Services, and nonprofit organizations. Services available through LINC include adult education, child care subsidies, resource and referral services, and training for family child care providers.

As the EHS grantee, KCMC provides the leadership and the focal point, the Thomas-Roque Child and Family Center, which is on the grounds of Swope Parkway's Health campus and centrally located to the neighborhoods where the participating families live. In addition to child development services, families are offered literacy and life skills training, as well as home visits from parent educators. An EHS Family Advocate provides individualized case management to ensure that families' needs are met in the areas of child care, health, mental health, education, and parenting skills. The Family Advocate coordinates the services available to families through KCMC Child Development Corporation, Swope Parkway, and LINC.

*Shirley Stubbs-Gillette is Director of Planning and Development at KCMC and responsible for the agency's Head Start Community Partnerships programs including Full Start, Thomas-Roque Child and Family Center, and Early Head Start. To learn more, call Shirley at (816) 474-3751, ext. 603.*

# School-based Care Serves Young Children of Teen Parents

*Susan Taylor Batten*

*Erica, age 16, wakes for school at 5:00 a.m., each day. Not only must she shower, dress, and feed herself before walking to the bus stop, she must feed, bathe, and dress Elliot, her infant son. At 6:30, Erica scurries out the door with books, lunch, diaper bag, car seat, and baby in tow. Luckily, Erica can take Elliot to school with her; she is fortunate enough to attend a high school that provides services to pregnant and parenting teens, including on-site child care.*

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Many school districts are providing school-based programs designed to help pregnant and parenting adolescents graduate from school or obtain a GED. Of the various services that these programs provide, such as flexible school options, case management, parent support and education, transportation, etc., child care is the most critical. School-based care not only allows young mothers to stay in school, but also supplies vital services, such as health screenings, for their children. These two generational programs aim to prevent welfare dependency for both the parent and the child.

### Models of School-based Care

Schools use a variety of models to provide child care for children of teen parents. Each model has particular strengths and benefits.

- **On-site Child Care:** These centers have many advantages, such as convenience for the parent, the ability for staff to monitor a child's growth and development, and opportunities to use centers as "learning laboratories" to foster positive parent and child interactions.

It is relatively easy to link on-site centers with preventive health services. For instance, in Florida, Pinellas County Schools has worked with the county health agency to conduct traveling well-baby clinics to provide examinations and screenings at the on-site centers. In St. Paul, Minnesota, children in on-site centers have accessed the school-based health clinic for emergency care and well-baby services.

- **Family Child Care:** As an alternative to on-site care, many school districts opt to locate family child care homes near schools that serve teen parents. The size and nature of family child care tends to work particularly well for infants and is more flexible for meeting the needs of teen parents. Schools may also find savings in the start-up time and costs when using family child care.

It is also possible to link children with health services in family child care. For instance, in Minneapolis, Minnesota, county nurses visit such family child care homes to track infant immunizations and check-ups.

- **Other Child Care Options:** Some school districts use existing community child care centers to provide services, or teens may choose to have relatives care for their children while they attend school.

### Funding Child Care for Children of Teen Parents

Schools may tap several sources to subsidize child care for teens, such as federal, state, local, and private funding. Federal funds most frequently used include the Child Care and Development Block Grant (CCDBG); welfare-related child care (JOBS, TCC, At-Risk), Head Start, and the Social Services Block Grant (Title XX). In addition, some districts use federal education dollars to pay for these services. Teen parent programs of the Los Angeles Unified School District in California and Columbus Public Schools in Ohio use Single Parent/Displaced Homemaker funds from the Carl Perkins Vocational Education Act to subsidize in-school child care. Recent modifications to the federal Chapter 1 program also allow these funds to pay for child care.

State and local governments may set aside funding specifically to subsidize child care for teen parents. This is the case in the Minneapolis area, where Hennepin County funds pay family child care providers who work with children of teen parents.

A few states have passed legislation that brings additional education aid into school districts based on the number of pregnant and parenting students they serve. The enhanced average daily attendance or full-time equivalent (FTE) formulas generate revenue for local school districts. For example, Florida's Teenage Parent Program, as a part of the state Department of Education's dropout prevention plan, provides school districts with 1.6 FTEs for each student enrolled, and an additional FTE for their child. Much of these funds pay for child care.

### The Need for Partnerships

While they have the potential to positively impact the lives of teen parents and their children, schools need strong linkages with key stakeholders in the community to provide services of a sufficient scope and scale. Key community child care institutions, including resource and referral agencies, provider associations, and local planning and advisory bodies can reach out to schools to facilitate these partnerships and to ensure that our youngest and most vulnerable families receive the best services available.

*Susan Taylor Batten is a Senior Program Officer at the Center for Assessment and Policy Development. For more information about the School-Based Initiative for Adolescent Parents and Their Young Children, call Susan at: (610) 664-4540.*

# Initiatives Across the Country in Infant and Toddler Care

## Colorado: Bright Beginnings for All

*Bright Beginnings*, a community based initiative, provides services to support and encourage all parents of young children, regardless of their income or where they live. The initiative has three key areas: a "Warm Welcome" home visitation program for all children born in Colorado; accessible child care; and help for teen parents and their infants.

"Warm Welcome" ensures that each new mother is offered a visit by a volunteer counselor within several weeks of giving birth. Trained counselors provide parents with a checklist of care and services that babies need during the first year of life, a list of services which parents may need to access, and a handbook or video which reviews how to provide for an infant's needs. They can also mentor new parents in developing their parenting skills during the first three years of the baby's life.

The child care component, to be completed by 1997, will ensure that all parents of young children will have access to quality child care. These services will include at least two meals daily, a provider to child ratio that provides personal attention, and a clean, safe environment.

The third component of *Bright Beginnings* calls upon the community to help ensure that teen parents have access to child care facilities. This will enable the teens to acquire the education and training they need to become self-supporting, while also providing for their children.

*Bright Beginnings* is funded entirely from private sources, individual and corporate contributions, and grants from foundations. The initiative is managed by the Colorado Children's Campaign.

*For more information, contact Seth Grob, Director of* Bright Beginnings, *at: (303) 839-1580.*

## Montana: Training for Caregivers in Rural Areas

The Montana Early Childhood Project (ECP), in partnership with the Northwest Regional Education Laboratory (NWREL), KUSM Public Television, the state Child Care Resource and Referral Network, and Department of Family Services, has developed and implemented the Infant and Toddler Caregiver Telecommunications Homestudy Program. The project aims to develop the capacity of a rural state to deliver high quality training opportunities; increase the supply of trained infant and toddler caregivers; and demonstrate the effectiveness of telecommunications in reaching providers located in remote and rural areas.

Program participants chose one of four options, from only viewing the program to obtaining college credit. Thus far, of the 371 participants who enrolled in the program, 78 received a certificate of completion, 26 participated in formal discussion groups, and 16 received college credit.

In May 1995, ECP and NWREL participated in providing a five state "training of trainers" for The Program for Infant and Toddler Caregivers. That fall, CCDBG funds were made available to Montana's 12 resource and referral agencies to design locally appropriate training programs. The project's final report will be available early in 1996.

*To learn more, contact Billie Warford, Montana Early Childhood Project, at: (406) 994-5005.*

## Oklahoma: Special Care for Teens with Children

The Baby Steps Day Care and Teen Parenting Center in Norman, Oklahoma is an innovative response to some of the problems of teen parents and their young children. A community task force had found that the main reasons teen parents dropped out of school were the lack of adequate child care and the lack of supportive adults in their lives. A coalition comprised of the Junior League of Norman, Inc. (the project's founder), Head Start, Juvenile Services, Inc., the Department of Human Services Office of Child Care, and Norman Public Schools worked to address these problems.

The result of the coalition's efforts is Baby Steps, a center for infants and toddlers, which provides convenient and affordable care and other supports so that teen parents can complete their high school education. Teens bring their babies to the center and then go to school for regular classes. During one period, they return to Baby Steps for a state approved child development course for which they receive school credit. The students learn developmental theory and parenting skills while interacting with the children.

The center employs four caregivers, each of whom has a Child Development Associate (CDA) credential or an early childhood degree. The ability of the caregivers to serve as role models is important. Caregivers work with teens who are often struggling with their own development, the demands of parenthood, and a need for a positive self image.

Since Baby Steps opened, 83 teen parents have taken part in the program. It is a creative and positive response to a problem, reflected by a marked increase in teen parent graduations and academic achievements, including one young woman who was named a National Merit Commended Scholar. Former students report that the skills they gained in the program helped both them and their children at a most critical time in their development.

*To learn more, contact Prins Ella Anderson, Program Administrator, Oklahoma Office of Child Care, at: (405) 521-3561, or Dr. Jan Hininger, Baby Steps Center Director, at: (405) 360-2717.*

## Tanana Chiefs Conference: Coordination is the Key

Through CCDBG support, child care opportunities have increased in even the most remote villages in Alaskan communities served by the Tanana Chiefs Conference Infant Learning Program. This program works with providers and families of infants and toddlers who are experiencing delays in development.

In most cases, child care providers are extended family members or trusted family friends. In a village of 60 to 200 people it is not uncommon for everyone to know the needs of each family. This close structure of the village, and the reliance on one another to exist in a harsh climate with limited outside access, make it vitally important that all of the service providers coordinate with each other. Often, home visits include not only the parents or primary caregivers, but also the grandparents, aunts, uncles, elders, and neighbors who assist in providing for the child. An entire village may decide to learn simple sign language to help a child with a hearing impairment, or villagers may join together to help remodel a house to accommodate a child with limited mobility.

Through CCDBG funds, 40 villages now have a Tribal Family Youth Specialist (TFYS), a chosen village member trained to work with children from birth to age sixteen. Each TFYS coordinates weekly educational play groups that parents or caregivers attend along with the children to learn developmentally appropriate activities. The Tanana Chiefs Conference Infant Learning Program assists the TFYS in setting up play groups for infants and toddlers and also offers parenting skills training in various areas.

*To learn more, contact Veleta Murphy, Coordinator/Early Intervention Specialist for the Tanana Chiefs Conference, Inc., at: (907) 452-8251.*

## Tennessee: Hope for Families Affected by HIV

Hope House in Memphis opened in August, 1995 to provide services to children ages six weeks to five years who are affected by HIV or have acquired immune deficiency syndrome, or whose parents or siblings have AIDS. Young children are referred to Hope House from hospitals, the Department of Human Services, and other HIV/AIDS support agencies. The center currently serves 14 children, although it is licensed to serve 38.

Now generating most of its income from donations, the partnership to start Hope House involved a combination of state funds, CCDBG funds, and private donations, and volunteer efforts from many, including the Junior League of Memphis, Methodist School of Nursing, University of Memphis Department of Social Work and School of Nursing. Their efforts resulted in the renovation of a Victorian home in midtown Memphis, and a program of services offered to children and families in which the adult to child ratios remain high (2:3 in the infant care rooms).

Unique and creative volunteer efforts served to maximize resources and involve the community. The building renovation contractor helped to raise $60,000 in donated supplies and offered advice on how to accomplish some renovation tasks with volunteer efforts. Hope House was able to pay off a van with the savings from renovation costs. A Memphis College of Art professor donated her time to sketch three "paint-by-number" murals as another way to encourage community involvement, by inviting people to visit the center and help paint the murals. Volunteers continue to provide services such as grocery delivery, rocking infants, playground assistance, data entry, lawn care, transportation, pricing equipment needs lists, organizing clothing and toy donations, and much more.

*To learn more, contact Kristie Goldsmith, Executive Director of Hope House, at: (901) 272-2702.*

## Vermont: Expanding Infant Care Capacity in Family Child Care Homes

In Vermont, CCDBG funds have helped to expand infant care capacity in the family day care home system. The funds have assisted family child care providers to attend training and to purchase equipment to enhance their abilities to care for infants. In addition, The Child Care Services Division has worked with the Day Care Licensing Unit to recruit new providers who will serve children under age three.

The Lavina Hackett Stewart Family Day Care Network has recently been established to expand child care options for state employees in central Vermont and to promote high quality care for children through training and supports for family child care providers. The Network links with Ben & Jerry's Children's Center through the support of the Vermont State Employees Association Child Care Labor Management Committee.

Providers who join the Network receive a paid membership in the Vermont Association for the Education of Young Children; state holidays, three sick days, a week of vacation, and three training days (all paid) per year. They have access to a lending library of toys, equipment, materials, and books. Providers receive a newsletter, regular visits by the Network Coordinator, and access to provider support meetings to introduce curriculum materials and share ideas. New providers are offered weekly consultations, training, and start-up equipment such as cribs and changing tables. The Child Care Services Division supports the Network by providing child care subsidies for eligible families along with funds for training family child care providers.

*For more information, contact Kim Keiser, Director, Vermont Child Care Services Division, at: (802) 241-3110.*

# Credentials for Infant and Toddler Caregivers

The Child Development Associate (CDA) National Credentialing Program, a training effort to improve the quality of child care, is administered by The Council for Early Childhood Professional Recognition (the Council). Individuals apply for a CDA credential by providing documentation of training and experience in the early childhood care profession to the Council for assessment according to national standards (see "Staff Credentialing Programs Improve Skills," in the *Child Care Bulletin*, May/June 1995).

Those pursuing the Infant and Toddler CDA must also document training and experience specific to three groups of children: young infants, mobile infants, and toddlers. For those not having full time work experience with each of the three groups, supplemental observations are arranged to review the candidate's capabilities.

To date, more than 5,400 caregivers have obtained the specialized Infant and Toddler CDA credential.

*For more information on the CDA program, call Marilyn Henry, Unit Manager for the Research and Communication Division of The Council for Early Childhood Professional Recognition, at: (202) 265-9090 or (800) 424-4310.*

# National Study of Early Child Care Examines Different Care Settings

The National Institute of Child Health and Development has recently released initial findings from their ongoing study on the effects of child care for infants and toddlers. The Study of Early Child Care aims to increase understanding about child care arrangements with caregivers other than the mother and their linkage to family life and children's development. Infants were observed in five different types of child care arrangements: father care (15%), grandparent care (17%), in-home care providers (15%), family child care homes (35%), and child care centers (18%).

Initial results, which focus on the child's first year, include findings about the age that infants begin care, the amount of time they are in care, the types of arrangements that families use, and the quality of care that infants receive. Investigators also reviewed the family factors that contribute to these characteristics.

The study found that half of the infants studied were in some form of care at three months of age. By six months, half of the infants were in child care for 30 hours per week or more. At the end of the first year, 35 percent of the infants observed had been in at least three different care arrangements.

In addition, the study examined the quality of care received by the child. Investigators analyzed levels of staff training, group size, adult to child ratios, and the safety of the care setting to determine the level of quality. The researchers found that center staff had the most specialized training, although 65 percent of the infants had caregivers with no specialized training in child care, child development, or early childhood education.

The study notes that "[p]arents may use child care primarily for economic and professional reasons, but their child care decisions are tempered by their own beliefs about childrearing and how they believe maternal employment could affect their children." Researchers found that children who entered care early (compared to those who entered later) had mothers who earned more and were in families with less income from fathers or other sources. Children who entered care early also tended to have mothers who worked more hours per week.

*To learn more, contact the National Institute of Child Health and Development (NICHD) Early Child Care Network at: (301) 496-6591.*

## *Spotlight on . . .*

**Fifty-three Comprehensive Early Childhood Demonstration Projects** that serve public housing communities were funded in September 1995 through an interagency agreement with the Department of Housing and Urban Development (HUD), Office of the Assistant Secretary for Public and Indian Housing, and the Child Care Bureau. The demonstration projects will provide early childhood education, nutrition services, and other community services to children of low-income parents and guardians who are seeking, maintaining or training for employment. They will be administered by non-profit child care providers, Head Start programs, Resident Management Corporations or Resident Councils of Public and Indian Housing Developments.

Approximately 50 of these projects have identified infant and toddler care as a component of their child care services. Under these projects, infant and toddler care will be provided in family day care settings in or near public housing communities. Operation of these programs will begin in mid-March, 1996.

*For more information about the Early Childhood Demonstration Projects, contact Brenda Bonds, Child Care Bureau, at: (202) 690-7214.*

# First Lady Highlights Child Safety

First Lady Hillary Rodham Clinton, in a visit to the Edward C. Mazique Parent Child Center in Washington, DC, kicked off a national campaign to keep children safe in their homes. Accompanied by Ann Brown, U.S. Consumer Product Safety Commission Chair, and Al Piergallini, Gerber Products Company President and CEO, Mrs. Clinton invited families and friends of new and expectant mothers to organize Baby Safety Showers, fun parties with the goal of alerting mothers to hidden hazards in the home.

Pointing out that more children die from accidents and injuries than from any of the childhood diseases, Brown said, "There are many safety concerns that just aren't obvious to most parents, but that can prove deadly." She added, "Parenting doesn't come with an instruction manual. It is strictly on-the-job training. The purpose of CPSC's Baby Safety Shower is to help good parents become even better parents by giving them simple safety messages to make their homes safer for babies."

The CPSC, in cooperation with Gerber Products Company and the Food Marketing Institute, has developed games, activities and written materials to help mothers to learn about safety. A Baby Safety Shower is a way of encouraging mothers to spread the idea to family and friends at the neighborhood level. Gerber is donating 2,000 kits explaining how to host a Baby Safety Shower. The kits can be replicated.

"This is only the beginning," said Brown. "We hope that groups and individuals will take this information and pass it on."

*For more information, contact the U.S. Consumer Product Safety Commission, 1-800-638-2772.*

## Safety Alert: Used Cribs Can Be Hazardous

*Consumer Product Safety Commission*

The best place to put a baby to sleep is in a safe crib. When selecting a crib, look for a certification seal showing that it meets safety standards. Cribs should meet the Consumer Product Safety Commission guidelines:

- No missing, loose, broken, or improperly-installed screws, brackets, or other hardware on the crib or the mattress support.
- No more than 2 3/8 inches between crib slats, so that a baby's body cannot fit through the slats.
- A firm, snug-fitting mattress, so that a baby cannot get trapped between the mattress and the side of the crib.
- No corner posts over 1/16 of an inch above the end panels (unless they are canopy posts over 16 inches), to prevent snagged clothing.
- No cutout areas on the headboard or footboard.
- No cracked or peeling paint.
- No splinters or rough edges.

**The Consumer Product Safety Commissiou (CPSC)** is interested in any incident in which a consumer product played a significant role in a resultant injury or death. To report a product-related injury, contact CPSC at: (800) 638-8095, fax: (800) 809-0924, or E-mail: **amcdonal@cpsc.gov**. Be sure to include information relevant to the injury, and your name, address, and phone number.

# Healthy Child Care Update: Administration for Native Americans

The Child Care Bureau has entered into an interagency agreement with the Administration for Native Americans (ANA) to support the Healthy Child Care America Initiative. Funds from ANA will assist the American Indian Higher Education Consortium (AIHEC) through grants to tribally controlled colleges for providing technical assistance to tribal communities in support of Healthy Child Care America efforts. The technical assistance will address child care curriculum development, health promotion and disease prevention strategies, as well as parental training, strategic planning, outreach, male/fatherhood involvement and cultural enrichment.

AIHEC is a cooperative effort of 30 member tribal institutions in the U.S. and Canada which serve nearly 25,000 students with technical, vocational, two-year, four-year, and graduate programs.

*To learn more about the Child Care Bureau's AIHEC projects, contact Roger Iron Cloud at: (202) 690-6244.*

**Healthy Child Care America Campaign Resource and Assistance:**

Through an agreement with the Child Care Bureau, the National Center for Education in Maternal and Child Health provides technical assistance to help develop and strengthen linkages between the child care and health care communities. The National Center will track campaign activities and identify and disseminate health and safety resources and information.

*To find out more or to provide information on local initiatives, contact: Karin Elliott, National Center for Education in Maternal and Child Health, 2000 15th Street North, Suite 701, Arlington, VA 22201-2617, or call: (703) 524-7802, fax: (703) 524-9335, or E-mail:* **elliottk@medlib.georgetown.edu**

# Specialized Training for Infant and Toddler Caregivers

*Sheila Signer*

Although much is understood about individual infant development, and both research and experience point to the importance of a child's first three years, caregivers need to know how to provide optimal care for infants and toddlers in groups.

Concerned about improving the quality of care for very young children, the California Department of Education collaborated with WestEd (formerly the Far West Laboratory for Educational Research and Development) to create a comprehensive training system based on educational videos. It provides the theory and practice needed to understand and meet young children's needs within group settings. The Program for Infant/Toddler Caregivers offers a series of 12 broadcast quality (closed caption format) videos in English, Spanish, and Chinese (Cantonese), along with trainer's manuals.

The training promotes developing warm, nurturing relationships between infants and caregivers and providing care that is individualized, culturally sensitive, and responsive to the child's cues and natural desire to learn. The child care environment should support this by being safe, healthy, comfortable, and convenient for the children and adults.

Also, the way that groups are organized has a great impact on the relationships within them. By assigning a primary caregiver to each child and family, and creating small groups that remain consistent over time, infants develop secure relationships that promote positive self identity, learning, and social skills.

The Program for Infant/Toddler Caregivers offers specific recommendations for creating responsive relationships, understanding temperament and developmental differences, and facilitating cognitive and language development. The videos and guides also present practical advice on designing appropriate environments, organizing small groups, providing for continuity of care, and communicating with parents. The materials are organized by modules that can be used directly by caregivers or by group trainers.

The Program for Infant/Toddler Caregivers offers trainer-of-trainer institutes within the state, and additional training sessions in participating states. In California, CCDBG funds provide fellowships for participants to cover the costs of training. Through outreach efforts of the California Department of Education, regional educational laboratories, and certified trainers, The Program for Infant/Toddler Caregivers has trained approximately 28,000 child care providers nationwide.

*To learn more, contact Sheila Signer, Program Associate for WestEd, at: (415) 331-5277.*

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***Publications below are available through Syracuse University Press, 1600 Jamesville Avenue, Syracuse, NY 13244-5160, or call: (800) 365-8929.***

➢*Talking with Your Baby: Family as the First School*
Alice Sterling Honig and Holly Elisabeth Brophy

This book describes how to help parents with minimal literacy skills and those for whom English is a second language to enhance the literacy and cognitive development of children at home, through daily routines. Ideas on how to talk to children are anchored to play and daily activities, such as diapering, cuddling, bathing, and feeding ($9.95).

➢*Infant Caregiving: A Design for Training (second edition)*
Alice Sterling Honig and J. Ronald Lally

A clear, practical manual that answers questions about how to train infant and toddler caregivers to provide high quality care for young children ($13.95).

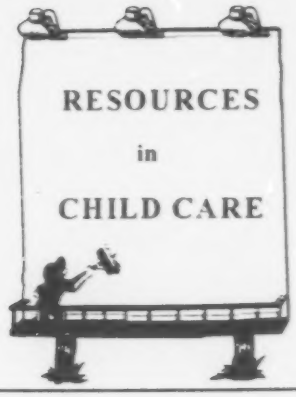
***Publications below are available from ZERO TO THREE\The National Center, 2000 14th Street North, Suite 380, Arlington, VA 22201-2500, or call: (703) 528-4300 or (800) 899-4301.***

➢*Caring for Infants & Toddlers in Groups: Developmentally Appropriate Practice*
J. R. Lally, A. Griffin, E. Fenichel, M. Segal, E. S. Szanton, and B. Weissbourd

A book that explains the skills needed to provide a nurturing group care environment for very young children. It offers examples of appropriate caregiver responses to typical behavior, health and safety practices, equipment choices, planning for daily routines, a chart of developmental milestones, and resources ($17).

➢*Heart♥Start Guide To Planning Effective Training Events* (1995)

A guide of activities and handouts to help families, caregivers, and community partners promote emotional foundations for infants. It includes *Heart♥Start: The Emotional Foundations of School Readiness* (1992) (Available as a set for $25, also available separately).




*With each issue, the* Child Care Bulletin *highlights resources available to the child care community. We encourage providers, parents, administrators, and other readers to share knowledge of what is available so that we may pass it on to the field.*

## Publications

➢*Starting Points: Meeting the Needs of Our Youngest Children*
Carnegie Corporation of New York

The report of the Carnegie Task Force on Meeting the Needs of Young Children draws on scientific knowledge about critical developments in the early years of life and the importance of providing children with the best start. It documents promising practices and includes an action agenda. (Available for $10 from The Carnegie Corporation of New York, P.O. Box 753, Waldorf, MD 20604, complimentary copies of an abridged version of the report are also available. For bulk orders of the full report, call (212) 207-6296 for costs).

➢*Bright Ideas: Caring for Infants and Toddlers With Special Needs (updated edition)*
Staisey Hodge

A resource on disabilities, special equipment, activities, communication, and collaboration with other professionals. (Available for $4 from the Southern Early Childhood Association, P.O. Box 56130, Little Rock, AR 72215-6130, or call: (800) 305-7322).

➢*Better Baby Care: A Book for Family Day Care Providers (revised)*
M. Nash, C. Tate, S. Gellert, and B. Donehoo

This guide combines practical information with sound principles of child development. Topics include health and safety, ages and stages, nutrition, communication, and developmentally appropriate activities. (Available in either English or Spanish for $15.95 from The Children's Foundation, 725 Fifteenth Street, NW, Suite 505, Washington, DC 20005-2109, or call: (202) 347-3300).

➢*Starting Right: How America Neglects its Youngest Children and What We Can Do About It*
Sheila Kamerman and Alfred Kahn

This book focuses on policies to help at-risk infants and toddlers. It examines issues such as child care, tax benefits, parental leave, child support, and housing. (Available for $25 from Oxford University Press, 198 Madison Ave., New York, NY 10016).

➢*New Expectations: Community Strategies for Responsible Fatherhood*
James A. Levine with Edward W. Pitt

Based on a two-year study, this book focuses on solutions developed by schools, health, and social service agencies, religious and spiritual centers, courts, and local institutions to engage men in the lives of their children. The book includes program profiles, strategies, and tips from communities on supporting the involvement of fathers in family life. (Available for $22 from the Families and Work Institute, 330 7th Avenue, 14th Floor, New York, NY 10001, or call: (212) 465-2044, ext. 237).

**April 21-27, 1996**
**National Infant Immunization Week**
**The American Academy of Pediatrics (AAP) encourages all to promote parent education about infant immunization. To find out about AAP immunization materials, contact: the American Academy of Pediatrics, 141 Northwest Point Boulevard, P.O. Box 927, Elk Grove Village, IL 60009-0927, voice: (847) 228-5005, fax: (847) 228-5097, E-mail: kidsdocs@aap.org**

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Gopher: *ericps.ed.uiuc.edu*, then select menu item for NCCIC.
World Wide Web:*http://ericps.ed.uiuc.edu/nccic/nccichome.html*

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## *Next Issue:* *Family Child Care*

*Please send articles or ideas for future issues to the Editor,* **Child Care Bulletin.**

National Child Care Information Center
301 Maple Avenue West, Suite 602
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# Child Care Bulletin

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## Family Child Care Supports Children and Families

With an estimated 1 million family child care providers in the United States caring for nearly 4 million children, family child care is woven into the fabric of every community. Family child care offers children of all ages care in small groups in a home setting.

The National Association for Family Child Care (NAFCC) serves as a national voice and networking system for family child care providers. Deborah Eaton, NAFCC President, recently said, "As an emerging profession, family child care recognizes the need to establish leadership practices by training leaders. This encourages innovative methods and explores ways of being proactive at the community level." The NAFCC has held three regionally sponsored leadership symposiums and trained family child care association leaders from 20 states.

Leadership development practices that have proven effective for the family child care field focus on shared vision, involvement and collaboration, and nurtured team spirit. According to Eaton, "For family child care, the vision includes improving the quality of care through professional development. It also includes facilitating the active involvement of others which fosters collaboration, mutual support, and team spirit. Leaders in the family child care profession celebrate excellence and encourage equal opportunities for leadership development for others in the field."

Across the country, efforts are underway that support quality in family child care. The importance of ongoing training and professional development is becoming widely recognized and training efforts are reaching diverse populations of providers. A new accreditation system for family child care is being developed to define standards of quality and to recognize professional excellence in the field.

Family child care systems are emerging to connect and support providers while expanding the options available to parents. Systems can help providers supply a continuum of services to families as their needs change. Family child care networks and consumer education campaigns are also receiving increased support from corporate family and work initiatives and through public/private partnerships.

This issue of the *Child Care Bulletin* features topics related to supporting family child care. It highlights initiatives being implemented in states and communities through Child Care and Development Block Grant (CCDBG) funds. These initiatives include mobile training and resource units that serve providers in rural areas; tax preparation workshops designed for family child care providers; and data collection efforts on meeting standards and the availability of technical assistance.

Family child care is an integral part of a community that provides a broad spectrum of support for families. The Child Care Bureau applauds the hundreds of thousands of family child care providers who work hard every day to provide good care for the children of working families across the United States.

*For more information about the National Association for Family Child Care, a professional organization representing family child care providers nationally, contact NAFCC at: (800) 359-3817.*


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Administration for Children and Families
Administration on Children, Youth and Families
Child Care Bureau



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**Family Child Care**


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# Accreditation Project Promotes Excellence

*Kathy Modigliani and Juliet Bromer*

***What does "quality family child care" mean? How can quality be identified?***

Over the next two years, the Family Child Care Accreditation Project will build consensus around the most effective way to assess the quality of family child care. The accreditation project, sponsored by the National Association for Family Child Care (NAFCC) and The Family Child Care Project at Wheelock College, is working with providers, parents, and other experts to create a new NAFCC accreditation system. Incorporating current research and practice, the system will be designed to recognize and encourage commitment by family child care providers to achieve standards of excellence in providing child care services.

The accreditation project seeks to:

- define standards of quality for family child care, and provide a basis to support higher reimbursements for higher quality care;
- help parents and policy makers to recognize quality family child care;
- promote providers' self-assessment and professional development; and
- serve as a cornerstone in state professional development systems.

The accreditation system is scheduled to be ready for implementation late in 1998. Training and accreditation efforts support providers in offering quality care and services to children and their families (see "Accreditation Provides Benchmarks for Quality," in the *Child Care Bulletin*, May/June 1995).

The Family Child Care Accreditation Project is funded by a grant from the Ford Foundation with additional support from the A. L. Mailman Family Foundation and the Levi Strauss & Company Child Care Fund.

*Kathy Modigliani is the Director, and Juliet Bromer is the Research Associate for the Family Child Care Accreditation Project. To learn more, contact Kathy or Juliet at: (617) 734-5200, ext. 291.*

# Individualized Approach to Family Child Care Training

A new training program, *There's No Place Like Home*, has been developed to meet the needs of family child care providers serving predominately low-income families. The program is divided into 12 sessions. It takes nearly 30 hours for providers to complete the training.

Some of the special features of the training are:

1) Training is appropriate for all literacy levels.

2) The training philosophy is based on empowering providers.

3) The curriculum uses the diversity of the group's knowledge and experience to develop an understanding of the principles to be learned.

4) Each session includes a practice-based homework assignment.

The Rockefeller Foundation funded a pilot test of the training curriculum in three areas of the country: the Philadelphia Early Childhood Collaborative, in Pennsylvania; the Puget Sound Educational Service District Head Start Program along with Child Care Resources in Seattle, Washington; and the Child Care Coordinating Council of Detroit/Wayne County, Inc., in Michigan.

## Findings of the Pilot Study

As a result of the training, providers reported an increased sense of professionalism, enthusiasm, and improved self-esteem. Viewing themselves as business owners, they improved their record keeping and communication with parents about business matters. Providers improved the quality of their services, which were measured by 31 indicators. The providers' plans for professional development became more goal-directed, such as obtaining a Child Development Associate (CDA) credential and attending college or other formal training programs.

## Recommendations

The study included recommendations about the way training is structured and delivered:

- Training agencies should develop outreach plans to attract low-income providers.
- It is important to develop strategies to overcome barriers to training for providers.
- Trainers must have content knowledge of child development, as well as a good understanding of adult learning skills.
- Opportunities for training family child care providers need to go beyond one-time workshops. Providers indicate that they are willing to make the investment of time to obtain knowledge and skills.

*This information has been excerpted with permission from the Rockefeller Foundation and Collaborative Ventures, Inc. For more information on the pilot test study, contact Heidi Ferrar, Collaborative Ventures, Inc., at: (908) 789-2547.*

*For information on the availability of the* There's No Place Like Home *training curriculum, contact Kathy Modigliani, Director of the Family Child Care Accreditation Project, at: (617) 734-5200, ext. 291.*

# Child Care Aware: Improving Quality in Family Child Care

*Denise Fogarty*

Education is a key to improving quality. By promoting training and professional development for family child care providers and supporting consumer education efforts to help parents find and recognize quality child care, Child Care Aware is improving the quality of care.

The Child Care Aware initiative began in 1988 as a program of the Dayton Hudson Corporation (DHC), including its Target, Mervyn's, and The Department Store Division (of Dayton's, Hudson's, and Marshall Field's) and the Dayton Hudson Foundation. In 1992, the Child Care Action Campaign, the National Association for Family Child Care, and the National Association of Child Care Resource and Referral Agencies joined DHC as an ongoing nationwide consumer education effort was launched.

Through grants to local nonprofit agencies, Child Care Aware focuses on four strategies to improve the quality of family child care: training, promoting accreditation, supporting provider associations, and funding and supporting local, state, and national level consumer education programs.

*Family-to-Family* is the provider training and resource program of Child Care Aware. The training requires a minimum of 15 hours covering child development, age appropriate activities, guidance and discipline, children with special needs, business practices, parent-provider relationships, and other topics.

The results of the training have been encouraging. In 1995, the Families and Work Institute released *The Family Child Care Training Study*. The study found that following *Family-to-Family* training:

- Children were more secure with their providers and more engaged in activities.
- Quality improved overall in the sites after training.

Child Care Aware operates in 40 communities in 18 states. In the past seven years, Child Care Aware funded projects have trained more than 16,000 family child care providers and assisted more than 700 caregivers in attaining accreditation. Family child care provider associations have been established and strengthened through Child Care Aware's supportive efforts.

In increasing numbers, providers in Child Care Aware communities report viewing themselves as professionals committed to offering quality care. They are emerging as leaders in the ongoing work of improving quality by chairing provider associations, training other family child care providers, testifying at hearings and serving on community-wide task forces involving child care issues.

- Child Care Aware's toll-free information line, (800) 424-2246, connects parents with their local child care resource and referral agencies.
- Child C · Aware has publications on promoting professional development and consumer education strategies, as well as research reports and other materials. To request a Resource Catalog, contact Child Care Aware at: (507) 287-2220.

*Denise Fogarty is Program Director for Child Care Aware. To learn more, contact Denise at: (507) 287-2220.*

## Helping Parents Become Better Child Care Consumers

In January, seven child care organizations and resource and referral agencies received grants from Child Care Aware of up to $19,000 each.

Child Care Aware makes annual awards to community organizations for communication programs that help parents to understand the importance of high-quality child care and to recognize and choose the best care for their children. Grant recipients were selected based on comprehensiveness, cost-effectiveness and replicability of programs, with priority given to those programs working to reach underserved populations. Ninety-two organizations applied for this year's Child Care Aware Consumer Education Grants. Those programs funded were:

- *Initiatives for Children, Houston, TX*
- *Washington State Child Care Resource & Referral Network*
- *Crystal Stairs, Los Angeles, CA*
- *North Coast Opportunities, Ukiah, CA*
- *Programs for Parents, Verona, NJ*
- *Delaware Valley Association for the Education of Young Children, Philadelphia, PA*
- *Child Care Resources, New Orleans, LA*

## ACF Tribal Conference:

The Child Care Bureau is sponsoring the third annual National Tribal Child Care Conference, August 4-8, 1996 in Denver, Colorado.

The conference will provide a forum for discussing the use of emerging technologies and leadership planning for child care, as well as the common challenges that face Indian and Alaskan Native communities, children, and families.

*For more information, contact Pattie Howell, Child Care Technical Assistance Project, at: (202) 639-4465, or Roger Iron Cloud, Child Care Bureau, at: (202) 690-6244.*

# Early Head Start Model Utilizes Family Child Care

*Roberta Malavenda*

Last October, Save the Children Child Care Support Center (CCSC) became one of 68 local agencies nationwide to receive a five year Early Head Start (EHS) grant (see "Early Head Start Focuses on Successful Models for Care," in the *Child Care Bulletin*, January/February 1996).

CCSC has developed an EHS model which combines home visits, parent education and family support services. The model utilizes a network of family child care providers for the delivery of EHS services to infants and toddlers. The Early Head Start Network will offer services in areas of metropolitan Atlanta where many low-income families reside.

The Early Head Start services include training providers in parent involvement and infant and toddler care, as well as assisting caregivers in pursuing the Child Development Associate (CDA) credential, and providing individualized technical assistance through regular home visits.

There are several advantages of this model as a way to deliver Head Start services. By providing full-day care, CCSC's model encourages the participation of working families. Low-income parents often work non-traditional hours that can include evenings, weekends, and split shifts. Because family child care providers tend to be flexible in their hours, this model responds to these families' needs.

The CCSC program model uses a community-based, collaborative approach to meeting the needs of children and their families. By utilizing family child care providers, it involves members of the neighborhood in a child care system and encourages adults to share responsibility for the care of children in the community.

Through the DeKalb Initiative for Children and Families, several neighborhood committees have been established to pilot new forms of governance, financing, and service delivery. These committees have created family resource centers as a hub for a coordinated system of supports to be delivered to Early Head Start families and child care providers.

The Child Care Support Center's model incorporates parent involvement through the Parent Services Project. A variety of family, parent-only, and parent/provider/neighborhood activities ensure that parents receive a spectrum of family support services and are active partners in their child's development. It also encourages parents to become key decision-makers in program planning and community services.

An evaluation conducted by an independent research firm will document the program model and evaluate its success. Dissemination materials will be developed to assist other organizations who wish to replicate the Child Care Support Center's Early Head Start program.

*Roberta Malavenda is Deputy Director for Community Development and Policy for Save the Children's Child Care Support Center. To learn more, call Roberta at: (404) 885-1578.*

## *Spotlight on . . .* Save the Children.

**Save the Children Federation** began its work in Appalachia during the Depression. Today, the international organization promotes community partnerships that lead to positive changes in the lives of children. Save the Children's primary national program is the Child Care Support Center (CCSC) in Atlanta, Georgia. It operates several initiatives that provide training, technical assistance, and materials development, as well as professional and community development activities. The CCSC programs that focus on family child care include:

**The Family Child Care Health and Safety Project** recruits unregistered and/or professionally isolated family child care providers into the system of registration, training and support. They help to improve the ability of providers to serve as a health information resource for parents.

**The Neighborhood Child Care Network (NCCN)** works in Atlanta to improve the quality of child care through community partnerships. The NCCN supports community development, direct services for parents, after-school child care, and services for family child care providers. These services include assistance with professional development, accreditation, management techniques, health and safety resources, and networking.

**The National Child Care Initiative** is a process that increases the supply of quality, reliable child care by organizing caregiver networks and using community partnerships to recruit, train, and support caregivers. CCSC staff provide consultation to states, counties, and communities. One example is the Choctaw Child Care Project which works in several Native American communities in Mississippi.

**The Family Child Care Technical Assistance Conference**, an annual event that is now in its 19th year, provides a national exchange of professional information and expertise for family child care providers and the other professionals and organizations which support their work.

# Family Child Care Systems Expand Community Services

*Bruce Hershfield*

Family child care systems can help to build and expand child care capacity in communities through a formal network that supports providers. They offer training, technical assistance, monitoring, and other supports such as equipment purchasing plans, alternative care arrangements for when a provider is ill, and access to child care food programs. The Child Welfare League of America's (CWLA) Child Day Care Task Force is working with CWLA members to develop and expand family child care systems.

One model of a family child care system is currently operated by Graham-Windham Services to Families and Children, a comprehensive child welfare agency in New York City. Caring for about 400 children in approximately 100 family child care homes, the system's services are offered on a sliding fee scale, supported by the city's Administration for Child Development.

The Graham-Windham agency administers the enrollment and certification process. Children receive care in the home of an experienced provider, in a location close to the family's neighborhood. Up to six children may be cared for in a provider's home, if all of them are over two years of age. If there are two infants in care, then the total number of children is limited to five.

Providers are visited on an ongoing basis by the agency's system staff, who support the providers with technical assistance through workshops and individualized training on topics such as nutrition, child development, health and safety, and recognizing child abuse and neglect. In New York City, the Department of Health issues the initial registration which requires that providers acquire 15 hours of training within the first year. For subsequent renewal of their registration, family child care providers must receive 15 hours of training in a two-year period.

Studies support the development of family child care systems. The 1994 Families and Work Institute's *Study of Children in Family Child Care and Relative Care* found that providers are more likely to be rated as having higher global quality scores when they are more involved with other providers. One of the study's recommendations is to explore the potential for developing systems with family child care homes as satellites to child care centers and other community agencies.

*Bruce Hershfield is the Director of Child Day Care Services for the Child Welfare League of America. For more information about family child care systems, contact Bruce at: (202) 638-2952.*

**VIDEO**

The Child Welfare League of America (CWLA) is helping to support the distribution of a video entitled *How to Start a Family Day Care*, at no cost to low-income individuals interested in setting up a child care program in their home. Recipients are selected by local professionals who have determined that the individuals are both in need and have good potential for running a quality program. The videotape distribution is being handled by Doris Raphael, one of the producers.

*For more information about this initiative, contact Doris Raphael, LICSW, Day Care Consultant, 84 Booth Road, Dedham, MA 02026, or call: (617) 251-0720, or fax: (617) 326-3911.*

# Army Family Child Care: Largest System in the World ☆☆☆☆

*Joe Perreault*

More than 27,000 children were served in Army family child care homes last year. The Army's Family Child Care System works with providers to address issues of supply, affordability, quality, and professional development. A system at an installation is managed by a Family Child Care Director who is responsible for ensuring that there is a mix of homes (ages served and hours of operation) which can meet the number of requests for care. The Director shares information with providers about child care demand and average rates. Providers may be offered financial incentives for services such as infant care and for keeping rates affordable for younger soldiers.

Family child care on Army property is regulated through a certification process which includes a precertification in-home family interview. Other quality assurance factors include background screening of the provider and other adult family members, along with home inspections by fire, health, and safety representatives. Army civilian staff members help potential providers meet certification standards through home visits and a free 40 hour orientation on child development, health, safety, and business topics.

In the Army Family Child Care System, new providers participate in a baseline training program which utilizes the Child Development Associate (CDA) competencies. The training includes 15 self paced modules that require about two hours per month to complete. Providers are expected to finish the training within 12 to 18 months.

After concluding the initial training, providers complete 24 continuing education training units per year. The Army is working to expand professional development opportunities for providers through initiatives which promote mentoring, achievement of the CDA credential, participation in family child care support groups, and the development of an Army family child care provider accreditation program.

*Joe Perreault is the U.S. Army Family Child Care Program Manager. For more information, contact Joe at: (703) 325-0710.*



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# Child Care Initiatives Across the Country

## Alabama: On the Right Road

Family child care providers in rural areas are often isolated from their peers and do not have access to materials that would enhance children's learning. With few training opportunities and educational resources to help them, many rural family child care providers do not have the information they need to improve their services.

In a rural, seven-county area of southern Alabama, the *WOWmobile* is a "workshop on wheels," bringing program support to providers. Designed with children's learning centers on board, the *WOWmobile* is a 34 foot, customized mobile unit that is equipped with children's learning materials and training resources for providers. The *WOWmobile* travels to family child care homes. It visits each provider once a month as part of a six month, six module training series. The *WOWmobile* visits one to three family child care homes each day, spending about two hours at each site.

Once the visit ends, training resource packets are left with the family child care provider. The information complements the *WOWmobile* visit, and includes books, suggested activities, and additional training resources such as audio and videotapes. Providers can also borrow educational toys and program resources to enrich their family child care environments until the *WOWmobile's* next visit. The project is popular with providers, linking them with child care professionals and training opportunities, and supporting them in improving their caregiving skills.

The *WOWmobile* program, developed in 1993 by Gulf Regional Childcare Management Agency, is funded with a training grant from the Alabama Department of Human Resources.

Due to the success of the *WOWmobile*, another mobile training vehicle, "Training Wheels," is being sponsored by Child Care Central, a resource and referral agency. They are replicating the mobile training concept in four rural counties in east central Alabama. Both programs are offered free to providers who serve children through Alabama's subsidized child care system.

*For more information, contact Kim Collins, Gulf Regional Childcare Management Agency, at: (334) 473-1060, ext. 162.*

## Mississippi: Resources on Wheels

***Question:*** What is 29 feet long, weighs seven tons, and represents the latest in training and support for child care providers?

***Answer:*** The "Child Care Connections" mobile resource unit.

Developed by the Mississippi Forum on Children and Families, the mobile resource unit is funded by quality improvement funds from the Child Care and Development Block Grant (CCDBG) through the Office for Children and Youth, Mississippi Department of Human Services.

Making its public debut last October, "Child Care Connections" is a customized recreational vehicle outfitted with the latest in materials and equipment for child care providers. The unit carries a copier, laminator, die cut machine, book binder, and a collection of activities and resource materials for providers. The equipment is particularly helpful in rural Mississippi where providers do not always have access to or funding for equipment such as the laminator and die cut machine.

On its first tour of the counties chosen to pilot the project, the unit was greeted with enthusiasm from providers. Through "Child Care Connections," providers will be able to benefit from having the latest teaching techniques brought directly to their community. Along with the resource materials and equipment, the unit contains a model classroom area for training sessions.

*For more information, contact Ronnie McGinnis, Director, Office for Children and Youth, at: (601) 359-4555, or John Sewell, Mississippi Forum on Children & Families, at: (601) 366-9083.*

### *Spotlight on...*

**H&R Block** of Springfield, Missouri offers tax preparation assistance for family child care providers. Two years ago, Susan Jackson, Director of Child Care Resource and Referral (CCRR) Services of the Council of Churches of the Ozarks, contacted H&R Block about assisting family child care providers with tax information. Since that time, H&R Block has been offering their expertise on tax preparation in free workshops coordinated through CCRR. This year H&R Block awarded CCRR 1,000 certificates, each good for preparation of a Schedule C or C-EZ, free of charge for family child care providers.

Child Care Resource and Referral Services operates with the support of CCDBG funds administered through the Missouri Department of Health.

*For more information, contact: Susan Jackson, CCRR Director, at: (800) 743-8497.*

## Massachusetts: Services for Teens with Children

The Massachusetts Department of Social Services (DSS) has awarded nearly $7 million in contracts to provide comprehensive programs to increase the availability and quality of services to teen parents with infants and toddlers. The two generational model, Services to Teen Parents and Their Children, includes child care and family support services. The program is primarily for teen parents enrolled in school or in General Equivalency Degree (GED) programs. Priority for the contract awards was given to programs with formal links to local high schools.

The STPC program is comprised of social services, health and nutrition services, case management, and family support services, as well as parenting skills development and infant and toddler care that is accredited by the National Academy of Early Childhood Programs (NAECP). Active participation of both teen fathers and mothers is an important aspect of the program. The progress of children and teen parents, and the family support and social services needs of the family are monitored.

The contract awards are linked to a training initiative focused on enhancing the capacity of staff to serve the STPC population. The STPC program aims to increase the likelihood that at-risk infants and toddlers will thrive and improve their chances for optimal development. The program will support teen parents in achieving higher rates of high school completion, strengthen families by increasing the teens' parenting and life skills, and promote the development of a more nurturing relationship between parent and child.

*To learn more, call either Joyce Butler or Sherrie Lookner in the Massachusetts Department of Social Services Child Care Unit, at: (617) 727-0900.*

## Georgia:Quality Family Child Care Efforts

Collaborative efforts among the state regulatory agency, community agencies, funding sources, and providers are improving the quality of care offered in Georgia's registered family child care homes. The state Department of Human Resources (DHR) has revised regulations to require lower child to adult ratios, first aid and CPR certification, 10 hours of annual training, and improved health and safety standards.

The Georgia Child Care Council (GCCC) allocates the quality portion of the state's CCDBG funding. They have sponsored various scholarships for training, accreditation, and obtaining CDA credentials. They have also funded the development of a technical assistance manual to help providers meet DHR regulations, and the Community Family Child Care Quality Project which offers mentoring to providers in three communities. The GCCC offers minigrants so that family child care providers serving low-income families or children with special needs may obtain equipment needed to meet DHR and ADA requirements.

Another initiative supported by CCDBG funds is the Assistance in Meeting Standards (AIMS) Project. This project compared compliance with regulations in family child care homes that did and did not have access to technical assistance. The AIMS Project has collected much needed data about family child care settings.

Family child care providers have also been represented in child care professional development planning efforts. These plans include professional competencies for caregivers in a career lattice system.

*For more information, contact Sandy Byrd, Georgia Association for Family Day Care, at: (770) 384-0397.*

## Muscogee (Creek) Nation: Children's Well Being is First Priority

Recognizing the importance of the Child Care and Development Block Grant (CCDBG) program in combination with the objectives of tribal programs, Principal Chief of the Muscogee (Creek) Nation of Oklahoma, R. Perry Beaver, has designated the health and welfare of tribal children as a top priority and has established the tribe's Office of Child Care. Janet Wise, who also serves as the President of the National Indian Child Care Association, was named as its Manager.

In addition, two new staff positions have been added to the Office of Child Care. A Resource and Referral Specialist works with parents to inform them of child care choices, match families with providers, develop quarterly parent newsletters, and provide public relations and outreach activities. A Provider Trainer implements a training curriculum for CCDBG providers and organizes workshops for special conferences and events.

A tribal facility has been selected for renovation to become the Tribal Child Development Center. Renovations are to be completed and the center is to begin serving children within the next several months.

*For more information, contact Janet Wise, Manager of the Office of Child Care for the Muscogee (Creek) Nation and President of the National Indian Child Care Association, at: (918) 758-1463.*

*Initiatives, continued...*

## Missouri: Educare Supports Providers

Missouri's Educare initiative is designed to improve the nurturing environment of children ages birth to three who are from low-income families. The initiative is supported by $1 million in state general revenue funds.

Educare programs link with public schools to develop customized training and support systems unique to each community. The common components of Educare programs include: providing outreach and training to family child care providers; building networks to disseminate information and provide professional development opportunities; linking children and families with health, educational, and other services; and providing technical assistance to providers on achieving licensing and accreditation.

In Springfield, the Educare program provides support, training, and professional development opportunities for approximately 120 family child care providers who serve at-risk children. In another community, the Ritenour Educare Program focuses on providers serving an at-risk population living in an area of rental housing. Outreach workers recruit caregivers for the program and inform residents of other services available at the Ritenour Family Resource Center operated by the local school district.

*For more information, contact Candace Cheatem, Educare of Greater Kansas City, at: (816) 889-3160.*

## Blackfeet Tribe: Culturally Responsive Care

On the Blackfeet Reservation in northern Montana, CCDBG funds provide support for both center-based and family child care. Preserving cultural and traditional values is a vital part of child care that is developmentally appropriate. At the seven centers operated by Blackfeet Community Child Care, culture, language, and native issues are introduced to children on many levels. Infants and toddlers go to sleep listening to flute and drum music. Children learn colors and directions in both Blackfeet and English. Relatives, elders, and community members visit the centers to share their knowledge of tribal history and traditional ways.

For providers in family child care settings, cultural training is offered through the Child Care program, Moccasin Flat School, and the Blackfeet Head Start program. A handbook is given to parents and family child care providers to help with parenting skills and communicating with children about responsibilities, respect, and other values. Providers can also access culturally and developmentally appropriate materials from a resource library at the Child Care office.

Recently, the Blackfeet Tribe received funding for a Comprehensive Early Childhood Demonstration Project sponsored by the Department of Housing and Urban Development and the Department of Health and Human Services. The funds will supplement ongoing services such as home safety visits and training for family child care providers, as well as to provide new services, such as child care transportation, immunization tracking, and parent education about child health issues.

Students at the Blackfeet Community College currently have some access to hourly child care. A needs assessment found that nearly 90 percent of young parents need childcare in order to attend school or training programs. Options for providing full-day child care are being planned as part of a new housing project aimed at self-sufficiency for young or single parents.

*To learn more, call Doris Running Crane, Block Grant Manager, (406) 338-2229, or Doug Gilham, E. C. Education/CDA Trainer, (406) 338-2626.*

## Tennessee: Partnerships Support Family Child Care

An initial grant of $28,500 from the Junior League of Chattanooga was used to leverage funds from the Tennessee Department of Human Services to establish the Childcare Resource Center at Signal Centers, Inc., a United Cerebral Palsy Association organization. The Childcare Resource Center provides services, referrals, training, and materials to providers and is a pilot model which could be replicated in other areas of the state.

The Junior League has been actively involved in assisting family child care providers. Through a "skills bank" survey, league members with particular expertise offer assistance to providers, such as an accountant assisting a family child care provider in setting up a budget; an interior decorator assisting with facilities design; and medical personnel providing first aid and CPR training. Workshops and individual training sessions that address the specific needs of caregivers have also been provided by Childcare Resource Center staff. In some cases, a trainer will work directly with a provider in her home. A fairly common provider request has been to assist with information, training, and technical assistance in serving children with disabilities. Through the Childcare Resource Center, adapted toys and equipment are available to loan to these providers.

The Childcare Resource Center is in its second year of existence. In 1995, the Resource Center received 720 information and technical assistance requests. They conducted 26 workshops that reached more than 600 individuals.

*For more information about Signal Centers, Inc. and the Childcare Resource Center, contact Linda McReynolds or Marguerite Hullander, at: (423) 698-8528.*

# Making It Happen ...

## Corporate Support for Family Child Care Networks

❖ **Steelcase Incorporated**, an office environment manufacturer with headquarters in Grand Rapids, Michigan, has had a Child Care Services program for 16 years. Steelcase offers consultation to employees and their families, workshops on child care and child development, and a work and family lending library. They offer referrals to centers and pre-screened licensed or registered family child care homes. Steelcase also sponsors a Family Child Care Network of about 100 providers. They offer infant equipment to providers on a loan basis, free workshops, and a provider newsletter.

The network also monitors child care homes. The benefits of this include a decreased risk of liability through the documentation of measurable standards and a high degree of parental satisfaction with care arrangements which, in turn, decreases employee time away from work. Steelcase reviews the usage of their resource and referral services and family child care network. The studies show that employees tend to choose family child care over other forms of care, particularly those employees who work odd-hour shifts.

*For more information, contact Deb VanderMolen, Supervisor, Steelcase Family Services, at: (616) 247-2139.*

❖ When the **Whirlpool Corporation** needed help finding non-traditional child care arrangements, such as flexible hours and infant care for their employees, they turned to the Mississippi Forum on Children and Families. Identifying and recruiting providers through its family child care network is one of the Forum's goals. Brochures and posters have been placed in businesses and churches in the area. The application process includes a home safety inspection and background check. Those who become providers receive training in child development, pediatric CPR, first aid, and business management, all prior to an inspection by the health department.

The Mississippi Forum on Children and Families will assist other companies in improving their recruitment and retention rates through child care solutions for their employees.

*To learn more, contact Sandra Lambert, Mississippi Forum on Children and Families, at: (601) 366-9083.*

❖ As part of its negotiated child care benefit, the **Canadian Auto Workers Union (C.A.W.)** runs a licensed In-Home Child Care Program. Chrysler, Ford, and General Motors pay "4 cents per hour" worked into a Child Care Fund. The program is for shift workers who want their children in a home-like setting. Providers are employees of C.A.W. with health and pension benefits, paid vacation and sick time, and overtime pay. Their wages are also enhanced by a grant program for child care workers from the province of Ontario. Providers care for groups of children in the worker's or provider's home. The program is subsidized for union members. *(Canadian Auto Workers)*

*Excerpted with permission from* Labor News for Working Families, *the newsletter of the Labor Project for Working Families which provides resources to unions to develop workplace policies for families, including child care, elder care, family leave, and related issues. For more information, contact Netsy Firestein, Editor/Director at: (510) 643-6814, or E-mail:* **netsy@violet.berkeley.edu**

## Early Childhood Public Awareness Campaign

A coalition of individuals and organizations spanning entertainment, national media, foundations, and the early childhood community are launching a public awareness campaign focused on the first three years of life. The campaign builds on *Starting Points: Meeting the Needs of Our Youngest Children*, the landmark report of the Carnegie Corporation of New York. One of the campaign's goals is to motivate actions that increase family and community involvement in young children's healthy development and education.

Campaign components will include an hour-long ABC prime time special being produced by Rob Reiner and Michele Singer Reiner; documentaries on topics related to early development; public service announcements being produced by the Ad Council with funding from the AT&T Foundation; and an 800 number and resource materials being coordinated by the Families and Work Institute.

Additional components and follow up activities are being planned. Organizers would like your suggestions about the campaign and how your organization can help.

**Please send ideas to:** Early Childhood Public Awareness and Engagement Campaign, c/o Families and Work Institute, 330 Seventh Avenue, New York, NY 10001, call: (212) 465-2044, or fax: (212) 465-8637.

# Healthy Child Care America Update: North Carolina

The *Healthy Child Care North Carolina Campaign* enhances the availability of health and safety consultation for the child care community. Created in response to the national Healthy Child Care America campaign and Governor Hunt's Smart Start program, the North Carolina campaign represents a partnership between the North Carolina Pediatric Society and the Division of Maternal and Child Health, in collaboration with the Division of Child Development. The campaign seeks to build upon existing resources to forge new partnerships within communities among child care providers, health consultants, and consumers.

An Advisory Committee on Public Health Issues and Child Care provides guidance for the initiative. Members come from both the private and public sectors, and include state agencies, primary care providers, universities, professional associations, and child care providers.

*Healthy Child Care North Carolina* incorporates a wide range of activities, including education, and technical assistance. Local health departments and a network of regional pediatricians promote quality child care with direct consultation to providers.

The campaign also supports research efforts through the Division of Maternal and Child Health and the University of North Carolina at Chapel Hill, School of Public Health in the Data Utilization Skills Development Initiative.

*Healthy Child Care North Carolina* is planning a statewide, toll-free number to access health and safety consultation, in conjunction with the Child Care Resource and Referral Network. A resource library makes videos and printed materials available to health consultants. A newsletter for family child care providers and a child care health calendar are planned for late 1996.

*To learn more, contact Kathryn Brownfield, R.N., M.Ed., Child Care consultant, at: (919) 715-3429.*

# California Child Care Initiative Supports Family Child Care Providers

*Jan Brown and Ted Lee*

In the past 10 years, the Child Care Initiative Project in California has raised nearly $7 million for community-based projects to recruit, train, and provide support to family child care providers.

The Initiative has funded selected resource and referral agencies to conduct a child care supply building process that involves:

- assessing supply and demand, and identifying priority areas;
- recruiting potential licensed family child care providers;
- training providers to deliver quality child care;
- providing technical assistance to help in obtaining a license; and
- providing ongoing business management support.

The Initiative has developed materials for providers, including publishing the *Family Day Care Handbook*, one of the first such training manuals in the country. Most recently, a new training manual, *El Comienzo*, was published as part of a demonstration project to bring training to Spanish-speaking providers.

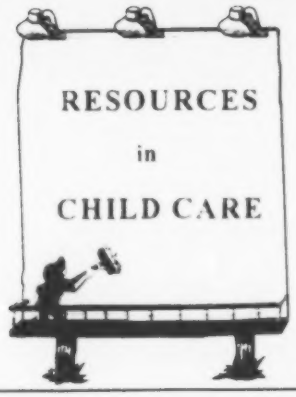
In the past decade, the Initiative's efforts have resulted in more than 4,000 new family child care homes, which has made more than 16,000 new child care spaces available for working families. More than 28,000 providers have received basic and advanced training in business skills and providing safe, high quality child care. By involving stakeholders and using a community-based approach, the Initiative has demonstrated that resource and referral agencies can quickly improve both the supply and quality of child care.

*Jan Brown is the Program Manager of the California Child Care Initiative Project. Ted Lee is the Office Coordinator for the California Child Care Resource and Referral Network and Staff Writer for the quarterly publication,* Network News. *For more information about the Initiative, contact Jan Brown at: (213) 427-2755.*

## *Spotlight on . . .*

**The Infant/Toddler Family Day Care of Northern Virginia, Inc.**, a licensed Family Day Care System, has been operating since 1983 to meet the child care needs of families with young children. Family Child Care providers participating in this service delivery model receive preservice and ongoing training, as well as group health and liability insurance. Providers are eligible to participate in the U.S.D.A. Child Care Food Program. Currently there are 140 providers caring for 450 children.

*For additional information, contact Phyllis Cassell and Ilene Hoffman, Co-Directors, at: (703) 352-3449.*




*With each issue, the* Child Care Bulletin *highlights resources available to the child care community. We encourage providers, parents, administrators, and other readers to share knowledge of what is available so that we may pass it on to the field.*

## Publications

➢*The 1996 National Directory of Family Child Care Associations, Support Groups, and Support Agencies*
The Children's Foundation

Organized by state, this directory includes associations and other sources of support for family child care providers, parents, and others actively involved in promoting quality child care. (Available for $17.25 from The Children's Foundation, 725 Fifteenth Street, NW, Suite 505, Washington, DC 20005-2109, or call: (202) 347-3300).

➢*Creating A Rational Policy Framework for License-Exempt Family Child Care*
Child Care Law Center (CCLC)

The CCLC is publishing a policy report that outlines issues and directions related to regulating family child care. It is based on a project that examined the standards states have imposed when paying for unregulated family child care and methods that have been effective in meeting the goals of parental choice and safeguarding children. (The report is to be published in Spring 1996, and available from the Child Care Law Center, 22 Second Street, 5th Floor, San Francisco, CA, 94105, or call: (415) 495-5498).

VIDEO

➢*How to Start a Family Day Care* (video)
Doris Raphael and Douglas Weisman, producers

Filmed on location in licensed family child care homes, this video illustrates aspects of planning and operating a high-quality program. (Available for $69.95 from Day Care Video Programs, P.O. Box 396, Boston, MA 02258, or call: (617) 251-0720).

➢*Developing Family Day Care in Latino Communities: Experiences of the California Child Care Initiative*
California Child Care Resource and Referral Network

This publication highlights key considerations for groups planning to develop culturally responsive services to meet the child care needs of Latino families. It represents the culmination of nearly four years of developing and managing El Comienzo projects. (Available for $15 from the California Child Care Resource and Referral Network, 111 New Montgomery Street, 7th Floor, San Francisco, CA 94105, or call: (415) 882-0234).

### How To Turn Research Into Action

Knowing how to use research findings to promote quality care can benefit providers, children, and the community in many ways. A new publication, *Turning Research Into Action: How Family Child Care Associations Can Promote High Quality Family Child Care* helps family child care associations use research findings to improve the quality of care in their communities. A collaborative effort between Amy Laura Dombro of Families and Work Institute (FWI) and Debra Cundiff-Stith of the National Association for Family Child Care (NAFCC), the guide takes associations through these steps: obtaining the study, analyzing the findings, developing a message and plans to share it, and working with the local association, parents, the community, and the media, as well as promoting further research.

To get copies of *Turning Research Into Action: How Family Child Care Associations Can Promote High Quality Care*, contact The National Association for Family Child Care, at: (800) 359-3817.

*For more information about the development of this publication, contact Amy Laura Dombro at: (212) 465-2044, ext. 231.*

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Gopher: *ericps.ed.uiuc.edu*, then select menu item for NCCIC.

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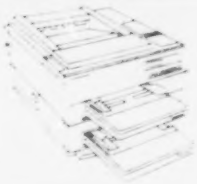

# Next Issue: Technology in Child Care

*Please send articles or ideas for future issues to the Editor,* **Child Care Bulletin.**

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**Address Correction Requested**

# Child Care Bulletin

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## Using Technology to Serve Children and Families

The child care community is utilizing technology in many creative and exciting ways. The trend toward integrating technology into child care programs is accelerating at a rapid pace. More than a year ago, the *Child Care Information Exchange* surveyed the publication's advisory panel of center directors who are regarded as leaders in the field. The directors reported that nearly all (97 percent) of them utilized computers in administration and more than two-thirds (68 percent) used them in the classroom.

Technology in child care provides a more efficient means of accomplishing familiar tasks, while it expands options to meet the needs of children, families and program staff. Child care resource and referral agencies have pioneered the use of computer systems to link families with service providers and devised strategies to use data for planning and needs assessments. Distance learning using satellite transmission, CD-ROM, and other multimedia techniques is beginning to make staff training and parent education readily accessible to child care programs in remote locations.

The Child Care Bureau utilizes technology to improve services for children and families in a number of ways. Through the World Wide Web (WWW), a part of the Internet consisting of multiple cross references and interconnections via computer, information is exhanged. The Administration for Children and Families and the Department of Health and Human Services are available at these Home Page addresses:

**http://www.acf.dhhs.gov**
**http://www.os.dhhs.gov**

Additionally, the National Child Care Information Center (NCCIC) Home Page is a central point of access to information on various topics and to links with other related organizations. The NCCIC is also developing a Home Page for the AmeriCorps Early Childhood Technical Assistance Center.

The Child Care Bureau utilizes electronic discussion groups on the Internet to quickly exchange information with groups of individuals from across the country. For instance, the CCAdmin ListServ is a discussion group for state and federal child care administrators. Participants are encouraged to post information about innovative programs or to ask about specific issues.

The Child Care Bureau's First-Nations Listserv connects administrators of tribal programs, federal staff, and other ACF partners to discuss topics relevant to improving the lives of American Indian and Alaskan Native children and families.

The Child Care Bureau also uses audioconferences as a means to convene administrators, organizations, and others in the field on a regular basis to discuss child care issues.

The state and tribal grantees are encouraged to apply for Child Care and Development Block Grant funds and to file the annual CCDBG ACF-700 report electronically.

This issue of the *Child Care Bulletin* highlights examples of technology in child care, including ways in which the Internet can be used to share knowledge among professionals and parents. The *Bulletin* synthesizes a range of approaches to using technology in training, streamlining and automating state systems, communicating with families, programs and colleagues, and disseminating information.

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Administration for Children and Families
Administration on Children, Youth and Families
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**Technology in Child Care**

# Information Access:the Internet as a Path to Change

*Dianne Rothenberg*

If everyone were to have convenient and easy access to information about quality child care, it could bring about positive changes through an increase in shared knowledge among providers, parents, and other experts in the field. The Internet provides access to information for developing new programs and for improving existing ones. This medium changes the rules of many professions by democratizing access to information about our work.

One of the many ways to exchange information on the Internet is through an electronic discussion group, or "listserv." This provides users with the opportunity to be part of an electronic community made up of individuals who share similar interests, rather than geographic proximity. There are thousands of topical discussion groups on the Internet.

The Educational Resources Information Center Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) sponsors several electronic discussion groups. When ERIC/EECE summarized the recent *Cost and Quality Study* for parents, it stimulated a lengthy discussion of quality in child care on one of its Internet discussion groups. Parents shared their experiences with various child care arrangements. Several parents requested copies of the study to use as they assessed how their own child care arrangements were working.

### Building Communities and Reducing Professional Isolation

Through Internet access, educators are able to increase their understanding and use of specialized literature, as well as to reduce professional isolation, which often is an underrated factor in retraining and retaining staff. Community-building, information sharing, and problem solving take place daily on the listservs managed at ERIC/EECE. For example, meeting children's particular needs (such as those with disabilities, or those from cultural groups with which staff are unfamiliar), can be eased by discussing concerns with others who have faced similar challenges. This type of informative exchange can be accessed on ECENET-L, one of the ERIC/EECE discussion groups.

Participants in these discussions have different roles in the early childhood education profession, including caregivers, teachers, other experts in the field, program administrators, students, policymakers, and parents. Such groups with common interests become knowledge communities. The ability to facilitate sustained, spontaneous conversations among people of diverse backgrounds and geographic locations is a major attraction of the Internet.

As we consider the Internet as a pathway to change and its potential impact on our profession, it is important to realize our influence in this electronic world. Here are some things we can do to take part:

➨We are all learners in the electronic environment. Seek opportunities to educate yourself and your staff about the Internet. Possible places to begin are with a nearby high school computer club (ask them to demonstrate how to access child care related Internet resources). Use the opportunity to involve Internet knowledgeable parents in supporting their child care center.

➨Encourage the organizations you work with locally, statewide, or nationally to become a professional presence on the Internet, as the National Child Care Information Center, ERIC/EECE, the National Coalition for Campus Child Care, and many other groups have done.

➨Encourage professional organizations to share information of public interest via electronic media.

➨Support the inclusion of public computer terminals in libraries, public buildings, shopping malls, and other community locations for use by those who may not have a computer at home.

➨Meet with child care centers to discuss approaching businesses and individuals to contribute to a technology "bank" of computer equipment that can be tapped as needed for use in child care centers.

➨Remind public planners that child care centers are community institutions and should be included in local or regional plans for connecting libraries and schools to the Internet.

➨Work with community groups interested in low-cost or free community networking. Public libraries may know of local efforts.

If we seize the opportunity to help shape it, the Internet has the potential to increase our access to information, assist us professionally, and provide new and effective avenues to increase public awareness of quality child care.

*Dianne Rothenberg is Associate Director for the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE), University of Illinois at Urbana-Champaign. For more information, contact Dianne at: (800) 583-4135 or by e-mail at* **rothenbe@uiuc.edu**

*The ERIC/EECE World Wide Web address is* **http://ericps.ed.uiuc.edu/ericeece.html**

# NCCIC The National Child Care Information Center: Linking Child Care Resources

The National Child Care Information Center (NCCIC) strives to complement, enhance and promote child care linkages and to serve as a mechanism for supporting quality, comprehensive services for children and families. Funded by the Child Care Bureau, ACF/DHHS, through the Child Care Technical Assistance Project, NCCIC provides information, resources and materials to support state, territorial, and tribal child care administrators and others in the child care community. Requests for information are received through toll-free phone, fax and TDD lines, through mail, e-mail and through contacts at meetings around the country, as well as referrals from other organizations.

Information requests cover a wide range of topics, from programs seeking information on current research to state administrators seeking models for new programs. In each case, the NCCIC seeks to act as a connector to information. Frequently asked questions focus on starting child care programs, funding strategies, programs for teen parents, statistics about child care, information about national organizations, trends, and examples of innovative programs at the state and local level.

For each request, the staff of the information center gathers a variety of materials which link people with national, state and local resources. This information is kept in the NCCIC library, which is in the process of being automated and placed on-line. Responses to information requests often include searches of the Internet to find relevant materials, and references to resources that are available electronically.

As an Adjunct ERIC Clearinghouse for Child Care, the NCCIC has a Home Page on the World Wide Web that includes a variety of materials, including full text documents such as *Care Around the Clock* by the Department of Labor's Women's Bureau, *New Findings on Children, Families, and Economic Self-Sufficiency* and *Child Care for Low-Income Families* from the National Research Council, the Tribal Resource Directory, Census Bureau reports and information from other agencies. In addition to these resources, the NCCIC Home Page contains a list of national organizations, along with contact information, a brief description of the work done by the organization, and a link to its web site, if applicable. The Home Page includes past issues of the *Child Care Bulletin*, information on the Healthy Child Care America Campaign, and links to the Child Care Bureau and other web sites both inside and outside of government. The Home Page provides users with the ability to contact NCCIC staff directly with questions. The NCCIC is also developing an Internet Guide for Child Care Administrators to help outline steps for electronic access to child care information on the World Wide Web.

The NCCIC keeps information flowing in the child care community by collecting and disseminating it as broadly as possible through the most efficient technology available.

*To share or request information, contact Anne Goldstein, NCCIC Director, at: (800) 616-2242, or e-mail at* **agoldstein@acf.dhhs.gov**
The National Child Care Information Center (NCCIC) World Wide Web address is **http://ericps.ed.uiuc.edu/nccic/nccichome.html**

## National Network for Child Care on the Internet

Need information on child care insurance or playground safety? Looking for child care materials in Spanish? Need ideas for your newsletter? Questions like these challenge professionals who often have limited time and resources to search out the answers. Now, they can turn to the National Network for Child Care (NNCC) for research and other information to help them improve child care services.

The National Network for Child Care (NNCC) brings together the expertise of more than 450 child care professionals from Land Grant universities and Cooperative Extension programs to exchange ideas, effective practices, and research in child care. The NNCC provides a full-text Internet data base on child care issues and also provides on-line discussions and technical assistance for child care programs.

The National Network for Child Care is part of the CYFERNet (Children, Youth, and Family Education and Research Network), sponsored by the U. S. Department of Agriculture Cooperative Extension System. CYFERNet also includes four other networks that offer information on family resiliency, science and technology, community coalitions, and decisions for health.

The National Network for Child Care (NNCC) World Wide Web address is **http://www.exnet.iastate.edu/Pages/families/nncc/**
CYFERNet's World Wide Web address is **http://www.CYFERNET.mes.umn.edu:2400/** or use gopher: **cyfer.esusda.gov**
*To learn more, contact Lesia Oesterreich, Extension Family Life Specialist, Iowa State University, at: (515) 294-0383, or send and e-mail message to* **xloester@exnet.iastate.edu**

# Technology Revolutionizes Training

*Marce Verzaro-O'Brien and Bryanne Curry*

Accessing affordable high quality training can be difficult for child care providers. Training that is held during the day can conflict with caregiving responsibilities, and training based in colleges may be too expensive or time intensive. However, new technologies make it possible to participate in comprehensive, shared training experiences tailored to providers.

Distance learning links providers in many locations through a common training experience. Some projects provide videotaped seminars and study guides to be used at the learner's convenience. Other projects broadcast live training to many sites using satellite transmissions. Participants may be able to call into the live seminar with questions. Both options may be augmented by an audiobridge system that allows participants to call a toll free number to take part in a facilitated discussion. Providers develop a network of colleagues with whom to share ideas, questions, and solutions.

Electronic networks also offer caregivers the ability to share information with others. This requires access to a computer with a modem, which allows linkages to other computers via a telephone line. Options include electronic mail or "e-mail," which is basically an address on the computer from which one can send and receive messages. Also, there are electronic discussion groups or "listservs," and electronic bulletin boards. For providers who wish to dialogue together about a topic, "chat areas" are available. Bulletin boards and chat areas are options associated with commercial subscription network services such as Prodigy, America On-Line, and others.

A relatively new training technology is computer disk read-only memory, or CD-ROM, which provides interactive multimedia training. Large amounts of data, that can include video clips, text, and tables are compressed onto a shiny 5-inch disc that fits into a computer's CD drive. A single disc can store up to 250,000 pages of text. Now, the CD-ROM's successor, the digital versatile disc (DVD) has the capacity to hold more than five billion pages of text. These discs can combine full-motion video, still pictures, voice, 3D, animation, music, graphics, and text into fully-integrated and interactive systems.

Training with these technologies is self-paced and self-directed. The information is available in a way that empowers individual learning styles. Since this multimedia instruction emphasizes user control, it is an inspiration to exploration, discovery, critical thinking, and communication. Access to these training products can save in staff travel costs and can reduce expenses of printing and distributing training materials. They can also boost efficiency and effectiveness of training efforts by allowing staff to learn at their own pace, on their own schedule. Providers using CD-ROMs can also be linked regularly by an audiobridge discussion group or by an electronic network, to add shared learning to the individualized training experiences.

The use of technological strategies to offer training and to establish networks of supportive colleagues is becoming more accessible for child care providers. The possibilities are "virtually limitless."

*Marce Verzaro-O'Brien is an early childhood and public policy consultant. Bryanne L. Curry is the Assistant Vice President for the South Carolina ETV Network. To learn more, contact Marce at: (305) 289-2034, or contact Bryanne at: (800) 476-7345, or e-mail at* curry19@winsa.com

# Creating a Community of Learners

*Carolyn S. Dorrell*

*On an ordinary morning in an inner city Head Start program, a teacher gathers children for circle time. They sing songs in three languages, greet each other and talk about what they will do for the day. One wiggly child is requiring attention which the teacher gently weaves into her ongoing conversation. What could be an emerging discipline problem is handled masterfully by a teacher who respects the needs of the children in her care.*

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What is extraordinary about this scene is that it is being viewed by 400 teachers, aides, and parent volunteers in fifteen states. They are all watching at the same time, while Janice Beaty, author of *Converting Conflicts in Preschool*, discusses the scene and answers questions called in by viewers. During the next week, small groups led by a facilitator convene by telephone to discuss the topic and add their own experiences.

The seminar, *Creating A Positive Atmosphere*, is one of a series of 35 delivered live and interactive by way of satellite from the Early Childhood Professional Development Network (ECPDN). Originating from the studios of South Carolina Educational Television, weekly broadcasts provide two semesters of training that meets CDA requirements and can qualify for nine college credits.

The ECPDN, funded originally by a Head Start demonstration grant, continues to bring quality high-tech training to early childhood staff, particularly those in remote areas. After studying more than 3,000 participants in 41 states and two territories, evaluators from Macro International, Inc. report that staff not only improve their classroom practices, but also experience increased motivation and self-esteem.

*Carolyn S. Dorrell is the Executive Director for ECPDN. For more information on this series and other short courses, call (800) 476-7345.*

# Child Care Training Ventures in Distance Learning

## Idaho: Lessons in Distance Education

The University of Idaho offered two nationally broadcast satellite programs for providers: *Achieving High Quality Child Care* and *Feeding Young Children in Group Settings*. The USDA Agricultural Telecommunications Program funded both, and the University of Nebraska cooperated to produce the video on high quality care.

Following the success of the broadcasts, the instructors and communications staff felt that they had learned as much about distance teaching as the participants learned about providing quality care for children. In reflecting on what went well overall, they share this advice:

- Local planning requires lead time. Market to prospective site facilitators **months** in advance;
- Plan programs that reflect national diversity including urban, rural, gender and ethnic variety. Provide materials to site facilitators to make content locally relevant.
- Fax and 800 numbers work well during the broadcast. E-mail and mail groups work well during non-broadcast hours. Plan to respond to audiences from all levels of access.
- Selecting a broadcast time that suits people across a nation of several time zones is difficult. Encourage site facilitators to record the program. Provide interaction opportunities for viewers.

Both series of broadcasts are available on videotape. Many USDA Cooperative Extension Service educators have copies of the programs available for loan.

*To learn more, contact Janice Fletcher, Associate Professor, Child, Family, and Consumer Studies, University of Idaho, at: (208) 885-7321, or send an e-mail message to* **jfletcher@uidaho.edu**

### *Spotlight on . . .*

**Madison Education Extension Programs, School of Education, University of Wisconsin-Madison**, has developed a series of training materials for child care providers. They offer three television-based independent study courses, *Caring for Children* (12 part series, an introduction to child care), *Caring for Infants and Toddlers* (5 part series), and *Village of Kindness* (10 part series on family child care). From an initial $100,000 state grant, the project has become self sufficient, with proceeds from the sale of each series funding the production of the next ones. A mini-series on child care administration is currently in production.

The videos are broadcast regularly over the Wisconsin Public Television network and on local cable access in many communities. The Wisconsin Technical College System and resource and referral agencies use them for training. The tapes are public domain within Wisconsin, providing off-air taping rights for educational purposes, and are distributed for broadcast and individual sale in other states.

*For more information, contact Chip Donohue, Campus Child Care Coordinator at the University of Wisconsin-Madison, at: (608) 262-9715.*

## Louisiana: Public Broadcasting Helps Train Providers

The Educational Services Division at Louisiana Public Broadcasting (LPB) is devising ways to involve diverse audiences through distance learning. To provide programs for child care providers, LPB has partnered with organizations such as Exxon, Dow, the Child Care Assistance Program in the state's Department of Social Services (DSS), child care resource and referral agencies, and the Louisiana Association for Children Under Six.

Child care providers who register with LPB to watch each series are sent materials and a test. Those who score sufficiently well receive a certificate from LPB, which DSS accepts as three workshop hours, part of the annual staff development requirement for many providers. More than 6,000 registrants have participated thus far.

The television programs for child care providers are broadcast in two-week sessions. Providers and parents alike are enthusiastic about these workshops, which are available to everyone in their home or child care center. The programs LPB aired were produced by such groups as the University of Wisconsin, South Carolina ETV, and the California Department of Education in conjunction with WestEd (formerly the Far West Laboratory for Educational Research and Development).

*For more information, contact Lucille McDowell at Louisiana Public Broadcasting, (504) 767-5660.*

## Vermont Disabilities Training

The Family Center of Washington County in Vermont has received a $300,000 grant from the U.S. Department of Education, Office of Special Education, to increase the number of child care providers who offer quality care to children birth to five years old who have disabilities. Last fall, The Family Center began offering a statewide child care training program utilizing Vermont Interactive Television (VIT). The VIT enables the instructor and participants to interact with each other from five selected sites, hundreds of miles apart. Through coordination with the Community College of Vermont, providers can receive CDA training and 10 undergraduate credits.

*To learn more, contact Steve Stahl, CDA Coordinator, The Family Center of Washington County, at: (802) 828-8770.*

## Linking the Human Services Community

HandsNet is a communications network that offers information for human services organizations on a variety of topics. Through funding from the Ford Foundation, the Annie E. Casey Foundation, and the Charles Stewart Mott Foundation, HandsNet established its Children, Youth and Families (CYF) Forum with information on issues such as child welfare, food and nutrition, and youth development.

In 1994, the US West Foundation funded the development of an Early Childhood Forum to be a part of the CYF. This Forum is managed by the National Association of Child Care Resource and Referral Agencies (NACCRRA). They work with national child care organizations to gather information to post on the Forum. The most recent addition to the Early Childhood Forum is Parent Information and Resources, which is managed by the Center for Human Investment Policy (CHIP), University of Colorado at Denver.

HandsNet offers its members timely and well organized information, e-mail capacity, forum managers who encourage and support interaction among members, manuals, support materials, and seminars designed to help human services organizations integrate electronic communications into their work.

HandsNet is a membership service for organizations, but the public may visit the HandsNet Home Page on the World Wide Web at **http://www.handsnet.org** where HandsNet makes available a sample of its new information each week. The Home Page also provides information about becoming a HandsNet member.

HandsNet has recently opened a training center in Washington, DC. Member organizations can learn more about using HandsNet efficiently, accessing information on the Internet, and mastering basic World Wide Web publishing skills.

*To find out how your organization's projects can get wide circulation and response, contact Ruth Anne Foote, NACCRRA Early Childhood Forum Manager, at: (404) 874-0878, or e-mail* **HN5602@handsnet.org**

# Integrating Technology into Human Services Organizations

*Andrea Wicks and Beverly Buck*

The Center for Human Investment Policy (CHIP) in collaboration with HandsNet, has established the Children and Families Network (CFN). The CFN strives to build capacity in community organizations for effective use of on-line technology to improve the lives of children and families. Initially funded by the US West Foundation, the CFN has provided an opportunity to understand the barriers and benefits of on-line technology for community based groups.

Through their work with the CFN, the Center for Human Investment Policy has learned that getting computers and on-line access is only the first step to exploring the information "super highway." The real effort is in helping busy community organizations learn ways to integrate technology into the business of providing services. Many agencies have successfully mastered this with HandsNet, because of its ability to organize and present relevant information.

CHIP provides technical assistance to help organizations use technology more effectively. From their experiences, CHIP has learned that:

- Entire communities can benefit from a few agencies being on-line through the thoughtful dissemination of information in newsletters, articles, and other public announcements;
- Getting on-line requires organizations and agencies to think differently about how they do their work. Outreach, collaboration, and networking can be easily enhanced through electronic technologies;
- A focused effort of technology integration and outreach can maximize the role of many community-based agencies and their impact on services;
- When responding to requests for proposals, associating technology, networking, and information dissemination with the planned activities of the grant can help support funding for on-line access.

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The Center for Human Investment Policy (CHIP), located in the Graduate School of Public Affairs at the University of Colorado at Denver, conducts applied research and assists organizations in efforts to build capacity, collaborate, and integrate programs at the systems and service levels. For more information, contact CHIP at: (303) 820-5631, or e-mail **hn4464@handsnet.org**

*Andrea Wicks is Project Director for the Children and Families Network, and Beverly Buck is a Senior Research Associate for the Center for Human Investment Policy (CHIP).*

# Child Care Initiatives Across the Country

## Colorado: Paperless System for Licensing

This fall, the Colorado Division of Child Care will complete phase one of an automated imaging system for licensing functions. This system, which will enable licensing files to be quickly accessed in an electronic format, will transform the way the Division of Child Care operates.

Under the system, licensing documents will be scanned onto an optical disk. Documents requiring attention will be electronically routed to the appropriate individual for processing or review. Workers will receive assignments via their computer screens, rather than their in-baskets. Programmed timelines for each task will be directed to the supervisor's screen for project management.

More than 10,000 licensing files housed at the Department of Human Services' Division of Child Care are being prepared for the scanning process. Each facility licensed by the State of Colorado has a file which includes a history of the facility, its license, inspection reports, and the results of any investigations and complaints. Confidential information, such as identifying data about children and their families, will remain inaccessible to the public.

A few years ago, about 35 licensing files were requested for review by the public each month. Now, the number has risen to nearly 250 per month. Under the new system, the Division of Child Care will provide increased access to its licensing files, which is often helpful to parents in making informed decisions about child care. The second phase of the imaging project will allow for remote access to the licensing files from various sites around the state.

*To learn more, contact Susan Conley, Administrator, Information and Support Services, Colorado Division of Child Care, at: (303) 866-5958.*

## Maryland's LOCATE: Child Care Program

Child care administrators need reliable figures when planning to fund services. A partnership between the state's Department of Human Resources and Maryland Committee for Children, Inc. (MCC) makes finding this data easier.

In 1982, MCC received private funding to develop one of the nation's first software programs for child care resource and referral. Designed to be counselor friendly and to assist the agency in documenting and reporting child care trends across the state, LOCATE: Child Care software has been expanded to maintain a comprehensive regional data base which includes Maryland, northern Virginia, and the District of Columbia. The data base contains more than 17,000 regulated child care provider and program records, each including up to 119 fields of data.

This comprehensive information allows MCC to generate a variety of reports to public and private funders, employers, government agencies, and others in the child care system. State and local governments turn to MCC when conducting market rate surveys, tracking compensation trends, assessing the supply of and demand for a particular form of child care, and analyzing trends.

Based on data drawn from the LOCATE: Child Care database and other sources, MCC and the Maryland Child Care Resources Network released the 1996 edition of *Maryland Child Care Demographics*. The series of 25 reports contains information for identifying and analyzing child care trends on a jurisdictional and statewide basis.

*To learn more about LOCATE: Child Care software or to order a copy of* Maryland Child Care Demographics, *contact Marcia Simonetta, Maryland Committee for Children, (410) 752-7588.*

## Wisconsin: CareFinder Helps Parents and Agencies

For 25 years, Community Coordinated Child Care, Inc. (4-C), has provided resource and referral services to the community. In a five county area, the agency provides about 4,000 parent referrals each year and nearly 160 enhanced corporate referrals.

4-C uses CareFinder software, designed specifically for resource and referral agencies. It provides a client intake tool and a customized provider search system, and gives the agency broad reporting capabilities. In addition to matching requirements such as type of care, ages, and hours that care is needed, CareFinder can perform proximity location searches of a radial area extending out from home, work, or school. It is also capable of linear searching between two points, such as along a commute corridor. Many of the data fields for families and providers are configurable, allowing the agency to customize the data base to meet local needs.

CareFinder is used by all 17 resource and referral agencies in the state, making data collection a unified and coordinated effort. The software's cost analysis reports help state and local agencies to plan subsidy requirements.

An 800 number, Internet Home Page, and e-mail increase the availability of the agency to clients and corporate employers. The goal is to enable clients who enter the system at any point to automatically access the services of other agencies.

*Sue Heilman is the Referral Coordinator for Community Coordinated Child Care, Inc. (4-C). For more information, contact Sue at: (608)271-9181. For more information about CareFinder, contact CyberPATH Inc. at (800) 598-2256.*

*Initiatives, continued . . .*

## College of the Menominee Nation Offers Internet Child Care Course

The College of the Menominee Nation (CMN) is developing child care courses to be offered via the Internet. The CMN will be using multiple technologies in distance teaching methods to deliver a full curriculum based upon CMN's human services and child development programs. Once the curriculum is developed, CMN will have the ability to deliver training and technical assistance to all child care communities, and especially American Indian and Alaskan Native communities.

The College of the Menominee Nation has developed an array of tools designed to deliver accredited courses using both Internet and televideo satellite technology. Participants will access the child care courses through CMN's Home Page, then a multimedia format of e-mail, chat lines, graphics, sound, and televideo will deliver the course in an interactive "learning by doing" format. CMN has a substantial web server, satellite up and downlink and other key technological resources that make this course deliverable to any group or individual with Internet access.

To see photos and essays on sustainable development, find out about credit courses on the Internet, or read traditional stories of the Menominee, visit the CMN Home Page, **http://www.Menominee.com**

*To learn more about CMN's child care course, contact Cyndi Pyatskowit, Director of Advancement for the College of the Menominee Nation at (715) 799-5662.*

# Administrator to Administrator... Advice on Approaching Technology

What do you think of when you hear the word "technology?" Depending on your background and experiences, that word can have a number of different meanings. So, as an administrator, where do you begin to frame the issues of what makes sense for your organization, technologically? Here are some thoughts on the subject offered by a CCDBG administrator, a regional computer specialist, a county social services day care unit supervisor, and a finance director of a resource and referral agency.

**Question:** With terms like "Pentium, 486, 28,800 modem, SuperVGA, Laserjet...," how do you decide what kind of technology your organization needs?

**Response:** Terms such as these can be confusing when decisions need to be made about technology. Book stores, libraries and news stands contain sources of information on specific hardware and software terminology. Before deciding "what" technology is needed, the first important question is: "Why do we need it?" Developing a strategic plan for technology is a way to guide an organization on a self-directed path that is based on the mission and priorities of the agency.

**Question:** How do I develop a strategic technology plan?

**Response:** The first step is to establish goals. Start with basic questions: What do you want technology to do, and how does technology fit with the "culture" and mission of the agency? The goals should support agency priorities. Depending on the type of organization, it may be helpful to look at what you want for a "final" product: What reports are you doing now? What lists or letters would you like to have generated? Would you like to automate project planning? How about calculating payroll, paying providers, or collecting fees from parents? These are just a few areas you may wish to focus on when determining technology related goals.

**Question:** Can you give an example of a technology related goal?

**Response:** General types of goals might be to improve efficiency, reduce staff costs, or improve customer service. An example of a more specific goal might be to set up a local area network (LAN) which will be capable of supporting the agency's growth over the next five years. The rationale for this goal would be to centralize data and make it accessible to staff. Link the technology plan to the agency's goals and establish a cost estimate for achieving that goal.

**Question:** What are the next steps?

**Response:** Establish a group to develop the technology plan. This should include many types of technology users. Organizationally, there should be shared ownership in goals and in planning for technological changes. For small agencies, forming a technology group may not seem feasible. Seek the help of experienced persons, such as parents, volunteers, and potential consultants.

**Question:** Where does the technology group begin and what are the basic planning steps for the group?

**Response:** Start by reviewing the proposed technology goals with the group, to benefit from their unique perspectives. Once the group finalizes the goals, they need

to consider organizational priorities, implementation strategies, and next steps needed to meet the goals. For instance, if your goal is best served by producing a data base, the next step is to consider the types of data that will go into it. Look at all the data that is presently collected, then plan to design a system capable of recording more data than you currently need. This will allow for flexible growth of the system. It is less expensive to plan to have data fields included that are not used right away, than to modify the system once it is finished. Next, make a list of the data and where it is found, along with the processes used to arrive at the "final" product. This will help to guide the decision steps for the group.

**Question:** Along with the goals, data, and processes, what are other key elements of a technology plan?

**Response:** At a minimum, the plan should include a budget, a strategy for purchasing, and a method for staff training. Investing in technology is a commitment to an ongoing series of expenses and all aspects of these costs need to be planned out. When preparing the budget, project costs for hardware, software, installation and networking, training, maintenance, supplies, and Internet access fees and phone charges, if applicable. The plan should make training and support top priorities. This critical area is often overlooked, or the first to go in a tight budget.

**Question:** Budgets can present tough choices between priorities for funding. What practical tips could you offer on cost effective procurement measures?

**Response:** Look for computer suppliers who will prepare a written recommendation and quote to fill your needs from your technology plan. It is best to get quotes from several different vendors and always ask about their technical support policies. Many large computer manufacturers offer discounted prices for educational organizations.

When looking at the available options and the budget, it may be tempting to look into closeouts of old and discontinued systems. It is best to plan ahead and to buy current technology. Considering the fast rate of change in computers and other technology fields, don't invest in tomorrow by buying yesterday's machine. It is often difficult to upgrade older equipment. Buy fewer machines, or delay certain purchases to next fiscal year's budget if necessary, instead of buying discontinued computers.

**Question:** What are some cost effective measures to take in the area of training?

**Response:** Be creative, form a user's group or recruit volunteer assistance in computer training. Acknowledge those with expertise and interest in helping others with organizational support for their efforts and mechanisms that allow information to be shared easily.

**Considering the fast rate of change in computers and other technology fields, don't invest in tomorrow by buying yesterday's machine.**

**Question:** Do you have any final thoughts for administrators on approaching technology?

**Response:** The delivery of child care information through the use of technology can be accomplished effectively when you plan sufficiently and execute the plan with the help of competent technical support staff. Many experienced administrators would advise that it is cost effective to put "90%" of the effort into planning. The remaining "10%" is the action of carrying out the plan.

A final note for those who feel a bit timid about approaching the new machine on their desk: Just enjoy the computer. Don't be afraid of it. You cannot break it, as long as you don't knock it off the table, or spill coffee in it. If you are not sure what to do when trying a new piece of software, just take a guess and try something. It is good to experiment and explore. If you are still stuck after reviewing the manual, call the supplier for technical support. Another option is to go "on-line" and seek help from others. You will soon begin to see the rewards of making technology work for you!

See you on the net!

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✦ *Dale Walston is Finance Director for Child Care Resource and Referral, Inc., in Rochester, Minnesota.*

## Healthy Child Care America Update: South Dakota

In South Dakota, three Early Childhood Enrichment programs have been funded through the Child Care and Development Block Grant (CCDBG). These programs provide on-site vision, hearing, and developmental screenings for young children and also training and support for providers.

The services provided through the Early Childhood Enrichment programs are similar, yet the models of service delivery are diverse. One site is affiliated with a hospital that has an established training and resource program for child care providers and families. Hospital nursing staff conduct the developmental screenings.

Another program is located at a resource and referral service at a major university. It is managed by the Interagency Single Point of Contact, which is funded through the South Dakota Department of Education with Part H funds. Supervised student nurses conduct the screenings.

A third model of service delivery is not affiliated with an existing program; rather, services are contracted with an early childhood development specialist. On-site screenings are handled through subcontracts with experienced nurses.

Recognizing the importance of the on-site screenings for identifying special needs, as well as the desire for consistent provider training, guides were developed through the support of both CCDBG and Part H. Each guide includes training materials, handouts, overhead transparencies, marketing information, forms, practices and procedures. The guides cover such topics as parent involvement, age appropriate activities, managing a child care business, creating environments, working with children who have special needs, and caring for infants and toddlers. Future plans include incorporating Child Development Associate (CDA) training into all programs.

The Office of Child Care Services, in conjunction with the Part H program, has made additional training resources available. Several sets of the video training series entitled *The Program for Infant/Toddler Caregivers*, developed by WestEd (formerly the Far West Laboratory for Educational Research and Development) and the California Department of Education, were distributed to agencies to make available for loan. The Office of Child Care Services also coordinated a satellite training demonstration through the Rural Development Telecommunications Network to inform child care directors, Head Start directors, Cooperative Extension Service educators, Part H Single Point of Contact directors, and others of this new resource for providers.

*Pat Monson is Program Manager for the Department of Social Services, Office of Child Care Services. To learn more or to obtain a copy of the Early Childhood guides, contact the South Dakota Department of Social Services, Office of Child Care Services, (605) 773-4766.*

## San Francisco's Early Childhood Information System

The San Francisco Early Childhood Information System Project was created as a collaborative effort to improve access to information collected city-wide by private and public agencies, and to achieve computer linkages for sharing that information. It took two years to plan the design for the information system that will provide statistical and demographic data. The system includes an electronic data base service, a World Wide Web site, resource library, and a clearinghouse. The information gathered by the Project is available by e-mail at **info@sfchildnet.org** or on the Web site at **http://www.sfchildnet.org**

The Project will analyze and disseminate early childhood information to funding agencies, legislators, policy makers, child and family agencies, and others. This will assist in identifying either gaps or duplications in service provision, and help to maximize scarce resources. Training and technical assistance will be provided to users. The Project's collaborative organizational structure and state-of-the-art technology serves as a model for other communities.

*For more information or to receive publications, contact Patricia Anderson, Project Director at: (415) 974-5892, or e-mail at* **info@sfchildnet.org** *or* **HN6658@handsnet.org**

**The Soho Center's REACH Initiative,** funded by an $804,000 grant from the Kellogg Foundation, uses media and an information management system to reach out to family child care providers. The system encourages providers to get regulated, join the USDA Child and Adult Care Food Program (CACFP), and to network and seek to improve their child care programs.

Using media technology, toll free access, customized mailings, an automated data base and response mechanisms, the initial outreach is via four television commercials that invite providers to contact the Soho Center at: (800) A1-KIDS-1.

Staff collect pertinent information about the provider, such as the number of children in care and whether the provider knows of the CACFP. Providers receive one of more than 100 versions of letters, customized with county-specific information on local agencies, sponsors, and regulations. The data base sorts lists of providers to fax to USDA sponsors. Providers also receive free newsletters, directories, children's books, and other resources.

*To learn more about this collaborative national project, contact Jeanna Beker, Director, Soho Center, at: (540) 923-5012.*

*With each issue, the* Child Care Bulletin *highlights resources available to the child care community. We encourage providers, parents, administrators, and other readers to share knowledge of what is available so that we may pass it on to the field.*

## Publications

➢*Young Children: Active Learners in a Technological Age*
June L. Wright and Daniel D. Shade, editors

Published by the National Association for the Education of Young Children (NAEYC), the book includes chapters on computers as a learning tool, using insights from research and practice, the role of technology in the early childhood curriculum and many other useful discussions. (Available for $7 from NAEYC, 1509 16th St., NW, Washington, DC 20036-1426, or call (800) 424-2460).

➢*Map and Track: State Initiatives for Young Children and Families*
Jane Knitzer and Stephen Page

This report summarizes the latest information on state efforts to address the multiple needs of young children and families. Containing a new series of biennial reports from the National Center for Children in Poverty (NCCP), the report helps to "map" state initiatives and "track" them over time. It includes maps, charts, and descriptions of state initiatives. (Available for $19.95. Make checks payable to Columbia University and mail to: NCCP, 154 Haven Avenue, New York, NY 10032). Visit the NCCP Home Page at **http:/cpmcnet.columbia.edu/dept/nccp/**

➢*Child Care Management Information Systems: Applying Technology to Improve Child Care*
Macro International Inc.

Prepared for the Administration for Children and Families, this publication summarizes site visits conducted in 1993 to five states with innovative and successful approaches to managing child care programs and using management information systems. Site visit teams interviewed child care administrators, resource and referral staff, programmers, and other information system users. The publication examines aspects of planning, development and implementation, and system functions, as well as critical issues and lessons learned. Appendices include an overview of each state's system and a description of the organizational setting for each state's child care program and management information system. (Free publication, available from the National Child Care Information Center, 301 Maple Avenue West, Suite 602, Vienna, VA 22180, or call: (800) 616-2242, fax: (800) 716-2242, TDD: (800) 516-2242, or send an e-mail message to: **agoldstein@acf.dhhs.gov**).

✉ ***Note the New Location*** ✉

**National Resource Center for Health and Safety in Child Care**
University of Colorado Health Sciences Center School of Nursing
4200 E. Ninth Ave., Campus Box C287
Denver, CO, 80262
Telephone: (800) 598-KIDS
World Wide Web address: **http://nrc.uchsc.edu** e-mail: **Natl.child.res.ctr@UCHSC.edu**

The Home Page provides access to state child care regulations pertaining to health and safety, and access to the Maternal and Child Health Bureau's *National Health and Safety Performance Standards*.

The *Child Care Bulletin* is published six times a year by the National Child Care Information Center under the direction of the Child Care Bureau, Administration on Children, Youth and Families, Administration for Children and Families, Department of Health and Human Services.

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E-mail: mmcghee@acf.dhhs.gov

Internet access to the National Child Care Information Center:
World Wide Web: ***http://ericps.ed.uiuc.edu/nccic/nccichome.html***
Gopher: ***ericps.ed.uiuc.edu***, then select menu item for NCCIC.

**Mary Jo Bane**, Assistant Secretary, Administration for Children and Families
**Michael Kharfen**, Director, Office of Public Affairs
**Olivia A. Golden**, Commissioner, Administration on Children, Youth and Families
**Joan Lombardi**, Associate Commissioner, Child Care Bureau, Administration on Children, Youth and Families

Internet access to ACF and the Child Care Bureau:
***http://www.acf.dhhs.gov***
***http://www.acf.dhhs.gov/ACFPrograms/CCDBG/index.html***

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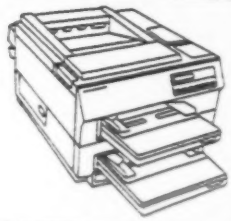

# Next Issue: Child Care Financing

*Please send articles or ideas for future issues to the Editor,* Child Care Bulletin.

National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180

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# Child Care Bulletin

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## Child Care Financing: Challenges and Opportunities

Over the past two decades, there has been a growing demand for child care and an increased recognition of the need for more funding for child care services. Many families are limited in what they can afford to pay, although they often spend a significant portion of their income for child care. According to Census Bureau figures, child care costs are on the rise. A family with a preschool-age child spent an average of $15 more per week on child care in 1993 than in 1986. In addition, poor families who paid for care spent 18 percent of their income on child care, compared with non-poor families who spent 7 percent.

> **"A family with a preschool-age child spent an average of $15 more per week on child care in 1993 than in 1986. ...However, poor families who paid for care spent 18 percent of their income on child care."**
>
> ***--What Does It Cost to Mind Our Preschoolers?*, Census Bureau, Sept. 1995.**

Currently, the federal government supports child care directly with approximately $2 billion in funding for services through Child Care for Aid to Families with Dependent Children (AFDC) Recipients, Transitional Child Care (TCC), At-Risk Child Care (ARCC), and the Child Care and Development Block Grant (CCDBG). Another major source of funding is through tax relief with the Dependent Care Tax Credit, at $2.5 billion. With this benefit, families can receive credit for 20-30 percent of their child care expenses, depending on income. Several states also offer tax credits for child care. Yet, there is a substantial gap between what this provides and what parents must pay for quality child care services.

The growing demand for child care calls for creative financing to build the supply of available services, to help parents afford quality care for children, and to ensure investments in training and in other quality protections.

Such creative financing strategies are beginning to emerge across the country. This presents opportunities for involvement and partnering in new ways and on many different levels. Federal government agencies, states, and municipalities are joining with representatives from businesses, foundations, and other sources of private sector support to find new ways to raise revenues, manage collaboration, and deliver services to support children and families.

This issue of the *Child Care Bulletin* represents part of the Child Care Bureau's effort to stimulate a new national dialogue on child care financing. It identifies states that are exploring innovative financing mechanisms, such as Colorado, Florida, Indiana, and Washington. It also highlights some of the various foundations' efforts to bring attention to this fundamental need of families. In addition, this issue looks at local trust funds, state loan programs and tax credits, along with funding for inclusive programs, training initiatives, and facilities. It also recognizes employee retention, the costs of staff turnover, and other aspects of providing quality child care.


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Administration on Children, Youth and Families
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# The Future of Financing Child Care

*Deanna S. Gomby and Nora J. Krantzler*

Financing drives the delivery of services for children and families. The financing of child care and early education services, along with proposals for financing reform, are the topics of the Fall issue of *The Future of Children*, a publication of the David and Lucile Packard Foundation, due out in November 1996. The issue's purpose is to review today's child care system and how it is financed and to present alternatives that can help strengthen the ability of child care to serve all children and families.

The journal issue begins with an article that contains the analysis and recommendations of the editorial staff of *The Future of Children*. The issue includes four articles that describe and analyze child care services and financing in the United States, two articles that propose new policy alternatives, and commentaries evaluating the proposals. Journal appendices describe statewide financing initiatives and provide additional information on ways of financing child care resource and referral agencies and early childhood facilities.

## Past and Present Financing

Many experts in the field have contributed to the journal. Abby Cohen, from the Child Care Law Center, summarizes 60 years of federal funding for child care and early education programs, and how it has fluctuated in amount and purpose. Sandra Hofferth, from the University of Michigan's Institute for Social Research, describes parental choices of child care arrangements, and the availability, quality, and affordability of child care. The cost and quality of child care are further explored by Suzanne Helburn and Carollee Howes, members of the Cost, Quality and Child Outcomes Study Team.

Early childhood policy consultants Louise Stoney and Mark Greenberg, from the Center for Law and Social Policy, estimate that as much as $40 billion is spent annually on child care by parents, government, business, and philanthropy. They describe the principal sources of public and private funding; the implications of a fragmented system of finance; conflicting policies for child care, early education, and tax issues; and the potential effect of welfare reform legislation on child care.

These articles detail concerns about the affordability, availability, and quality of child care services; and about inequities in the access of families of differing income levels to services; a poorly paid child care work force with high turnover rates; and the maze of funding systems. The articles suggest that more funds are needed.

## Alternative Financing Strategies

Many policy alternatives have been suggested to examine these issues and the need for additional resources. The remaining articles address these key questions: How much more is needed? How should new funds be raised and distributed? What services should be delivered?

Edward Zigler and Matia Finn-Stevenson, of the Yale Bush Center in Child Development and Social Policy, propose a system of care for 3 and 4 year-olds to be financed through the public education system. Economist James Walker, from the University of Wisconsin at Madison, proposes two strategies: one to address needs of low-income families through a child allowance, and the other to enable all parents to meet the child care needs of infants through a parental leave system.

Commentaries follow from Lenny Goldberg, a tax reform advocate, Thomas Schultz, an advisor to education leaders on early childhood programs, and Michele Piel, who administers public child care funds for low-income families in Illinois.

Free copies of the Financing Child Care issue of *The Future of Children* will be available by sending a request to: Circulation Department, Center for the Future of Children, David and Lucile Packard Foundation, 300 Second Street, Suite 102, Los Altos, CA 94022, fax: (415) 948-6498, or send an e-mail to: **CIRCULATION@futureofchildren.org**

*Deanna S. Gomby is the Director of Research and Grants, Child Development, and Nora J. Krantzler is a consultant for the Packard Foundation. To learn more, contact Deanna at: (415) 948-3696, or Nora at: (408) 662-2841.*

**The California Task Force on Financing Early Childhood Facilities in Low-Income Communities** includes representatives from the community development, Head Start, and child care fields, foundations, banks, and state government. The Task Force studied county level demographic trends, assessed the condition of child care facilities in California, and surveyed the current level of funding for facilities development. Their action plan recommends five financing strategies: a statewide loan guarantee fund and standardized loan products, elimination of regulatory barriers to using state contracted funds to pay debt service, increased investment in housing related child care, increased use of local economic resources for facilities development finance, and increased technical assistance to providers and education of lenders.

*To learn more about the Task Force, contact: Jan Stokley, Child Care Project Manager, National Economic Development and Law Center, 2201 Broadway, Suite 815, Oakland, CA 94612, (510) 251-2600, fax: (510) 251-0600, e-mail:* **HN0186@handsnet.org**

# State-based Approaches to Child Care Financing

Most child care professionals are familiar with federal public revenue sources such as the Child Care and Development Block Grant (CCDBG), Head Start, At-Risk Child Care, Transitional Child Care, and each state's child care appropriations used to match federal funds. Many states also fund pre-kindergarten child care from general revenues. These are significant sources of funding for child care, but they are not the only sources.

The Pew Charitable Trusts and the Ewing Marion Kauffman Foundation are sponsoring development of a compendium on state-based approaches to child care financing. Early childhood policy specialists, Louise Stoney and Anne Mitchell, are completing this work. The Pew Trusts and the Kauffman Foundation are seeking to provide information to organizations and individuals working to improve public and private child care policy, as well as to inform child care program development at the two foundations.

The compendium of child care finance mechanisms will identify the spectrum of options for child care financing. Both new sources of revenue and innovative ways of using traditional revenue streams are being investigated. It will include public and private sector mechanisms, as well as public/private partnerships. Each entry will describe the approach, the amount generated annually, how funds are distributed, the population served, and key issues to consider in replicating the strategy.

**Some examples of financing mechanisms:**

$ A local sales tax is dedicated to affordable housing and child care in Aspen, Colorado. It generates more than $200,000 for child care scholarships for families and improvement grants for programs.

$ A union in New York City, in partnership with its members' employers, generates nearly $8 million yearly for child care services defined by worksite committees.

$ The Georgia state lottery generates $185 million annually for full-day prekindergarten programs for all families who desire these services. It also provides similar amounts for college scholarships for high school students and for technology grants to public schools.

$ County voters in Florida have established special taxing districts, similar to school districts, to levy a property tax for children's services. This has raised an average of $10 million annually for a range of children's services, including child care.

Look for more information in the fall of 1996 about obtaining a copy of the compendium.

*Contacts for this project include: Harriet Dichter, Program Officer, The Pew Charitable Trusts, at: (215) 575-4866, e-mail:* **hdichter@pewtrusts.com** *Stacie Goffin, Program Officer, The Ewing Marion Kauffman Foundation, at: (816) 932-1129, e-mail:* **sgoffin@emkf.org** *or Anne Mitchell, Early Childhood Policy Research, at: (518) 966-4198, and Louise Stoney, Stoney Associates, at: (518) 463-3677.*

## The Working Parents Assistance Trust Fund in Montgomery County, Maryland

Like many metropolitan areas, Montgomery County, Maryland has had a long waiting list for child care subsidies for working families with low incomes. The state-funded Purchase of Care Program has been increasingly used to assist AFDC clients, and the county's nationally-recognized model, the Working Parents Assistance Program, has been overwhelmed by the need for additional subsidies for eligible families.

When waiting lists for child care subsidies grew to more than 2,000 families, local officials began to address the problem with a broad base of community support. Lacking sufficient government funds to meet these needs, they designed the Working Parents Assistance (WPA) Trust Fund to reach out to the business and faith communities to contribute to the pool of available funding. Donations are solicited by a volunteer coordinator, deposited in the county's revenue system, and are used only for child care services. Within four months, the WPA Trust Fund received substantial contributions from a bank, a large insurance company, a church, a financial management firm, and several small businesses and individuals.

The marketing plan for the WPA Trust Fund includes outreach to civic organizations, foundations, and local employers of low and moderate income workers. Contributions are recognized through sponsored events and press releases. Organizers see the WPA Trust Fund as a way to increase funding, and to inform others of the needs of low-income working families and the importance of safe, licensed care for all children.

Data on outcomes is collected regularly, and the benefits of the WPA program are clear. The cost of WPA subsidies compares favorably with traditional welfare costs, and families in the program have an excellent track record of becoming self sufficient.

*To learn more, contact Debbie Shepard, Director of Child Care Services, Montgomery County Health and Human Services, at: (301) 217-1168.*

# States Involve Business Community in Child Care Financing

**Florida:** The Florida Children's Forum and the Child Care Action Campaign have joined in promoting public/private partnerships to make quality child care more affordable. They sponsored a Symposium on Child Care Financing followed by employer roundtables held across the state. Together, these meetings drew more than 200 business leaders, lawmakers, and child care experts. Symposium attendees learned about the challenges of providing quality child care at a price parents can afford, and about successful business initiatives to assist employees. Heidi Gomula, Corporate Vice President of NationsBank, discussed how work-family programs such as subsidized child care and temporary care arrangements have decreased employee turnover and absenteeism.

Other symposium speakers included legislators involved with child care appropriations, and managers of subsidized programs in Florida, Illinois and Wisconsin. Among the proposed financing models was a state bill to establish a Child Care Partnership program that would encourage employers, charitable foundations, and local governments to share in the cost of child care for low-income workers. Under this model, approximately one third of the cost of child care would be paid by the state, the employer, and the parents. Local child care coordinating agencies submit a plan showing how they will obtain matching funds from employers or other sources.

In addition to co-sponsoring the symposium, the Florida Children's Forum was awarded one of three federal research partnership grants sponsored by the Child Care Bureau. Representing a tri-state partnership of Alabama, Florida, and Massachusetts, the research team is studying how child care choices are influenced by family and community characteristics, and by child care policy variables. Initial findings from a study of businesses that employ families receiving subsidized child care were presented to the state legislature. This data, combined with the symposium efforts, contributed to the passage of the Child Care Partnership Act. The Partnership Act is a part of Florida's welfare reform legislation and is aimed at expanding child care options for low-income working families.

*For more information, contact Susan Muenchow, Executive Director, Florida Children's Forum, (904) 681-7002, or e-mail:* **smuenchow@nettally.com**

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**Colorado:** A Business Commission on Child Care Financing is helping to develop a strong child care industry (see "Child Care Partnerships Emerge Across the Country," *Child Care Bulletin*, November/December 1995). The Commission was appointed by Governor Romer to examine child care from a business perspective, and to propose ways to help finance quality care that is affordable and accessible. After reviewing research and discussing issues with child care experts, the Commission has published its recommendations.

Several bills that passed during the recent legislative session also resulted from these recommendations:

➤ A voluntary child care check-off on state tax returns helps to fund quality enhancement in licensed facilities.

➤ A child care credit for parents to claim on state income tax returns is based on a percentage of the federal child care tax credit.

The Commission's recommendations have also resulted in the publication of a child care resource guide for employers and a consumer guide for parents. Further, they are working toward establishing a multi-bank community development corporation to supply loans and assistance for providers. Local business leaders will be attending meetings on child care financing in five cities, and a financing summit will be held in October 1996.

*To learn more or to obtain a copy of* The Report of the Colorado Business Commission on Child Care Financing, *contact the Division of Child Care, at: (303) 866-5958.*

**Indiana:** A Symposium on Child Care Financing was convened last fall (see *Child Care Bulletin*, November/December 1995), and another is planned for October, 1996. Governor Bayh's Step Ahead initiative coordinates the continuing project work at the local level. With support from 25 corporate sponsors, 17 Indiana counties are participating in a collaborative effort. County plans include conducting public awareness campaigns, creating mentoring programs for family child care providers, surveying employees, creating corporate child care consortia, renovating facilities to serve children with special needs, and developing community child care funds. Technical assistance workshops conducted by public and private sector specialists support the county projects.

Indiana's key advances in local community planning and development include:

➤ The new Indiana Child Care Fund will become part of the Indiana Donors Alliance, a membership association serving the grantmaking community.

➤ A public awareness video, *The Business Case - A Reason to Care*, will be available for distribution in September 1996. It recognizes child care as a critical economic development issue and defines the challenges for working families.

➤ Findings of a documentation process will be the basis of an *Indiana Guide to Child Care Financing Strategies*.

*To attend the financing symposium on October 9, 1996, or to learn more, contact Carole Stein, Indiana Family and Social Services Administration, at: (317) 232-1148, or e-mail:* **cstein@ideanet.doe.state.in.us**

# Maryland Helps Finance Loan Funds

*Joan Case*

Obtaining financing to build a new child care center or to improve an existing one can be a major obstacle. The Maryland Department of Business and Economic Development's Day Care Financing Programs offer three options. These include a loan guarantee fund, a direct loan fund, and a special loan fund to assist child care providers in meeting state and local standards.

Through these programs, Maryland has helped to finance 173 projects, totaling $12.5 million. These financing programs have become a national model. So far, the states of Arkansas, New York, Tennessee, Virginia, and North Carolina have passed legislation patterned after one of Maryland's programs.

### Loan Guarantees

The Maryland Day Care Facilities Loan Guarantee Fund guarantees up to 80 percent of loans made by commercial banks, thrift institutions, or private lenders to support the development and expansion of child care facilities. Through this fund, the state guarantees $80 out of every $100 borrowed, making the proposal more attractive to lenders. The loan funds can be used for construction, renovation, purchase of land and building, equipment, supplies, and working capital needs.

Since loan guarantees are made on bank loans, the borrower pays conventional interest rates. Typical payback terms are 15 to 20 years on real estate, and from 5 to 10 years on equipment.

Applications for a loan guarantee are open to non-profit and for profit entities, individuals, or companies arranging child care for their employees. All types of child care are eligible for the loan guarantee fund: infants, toddlers, preschoolers, and school-age care, as well as adult day care. The guarantee loan fund can be used in conjunction with other funding sources such as grants or corporate contributions, and other private or public funds.

### Lending Money Directly

Under the Child Care Facilities Direct Loan fund, the state lends directly to the borrower. Loans can be used to buy, build, or renovate space, or to purchase permanent fixtures, such as playground structures.

There are important limitations to the direct loan fund. The proceeds of the loan cannot be used for equipment or supplies, for working capital, or to refinance an existing loan. A loan cannot exceed 50 percent of the eligible "hard cost" of the project. The program's interest rates are generally below prevailing bank rates. It is also possible to use both the Loan Guarantee Fund and the Direct Loan Fund for the same project, with some restrictions.

### Funds to Meet Quality Standards

The newest fund is the Child Care Facilities Special Loan Fund, which is made possible through the Child Care and Development Block Grant. This fund will finance direct loans between $1,000 and $10,000 to assist child care facilities in meeting state and local standards, and to improve the quality of care.

*Joan Case is the Day Care Financing Programs Director, Maryland Department of Business and Economic Development. For more information, contact: Day Care Financing Programs, 217 East Redwood Street, Suite 2246, Baltimore, Maryland, 21202, or call: (410) 767-6346.*

# Ohio's Day Care Grant and Loan Program

*Bernard Johnston*

The Ohio Departments of Development (ODOD) and Human Services (ODHS) have worked together to establish an innovative revolving loan program to help child care providers access capital. The majority of child care centers in the state are either small proprietary businesses or are run by local nonprofit organizations. Since they work to encourage economic and community development, ODOD's Small Business Office was eager to participate in a collaborative program with ODHS.

The Child Day Care Grant and Loan Program strives to help create a business environment in Ohio that is sensitive to the particular needs of the child care industry. To offer loans to providers, ODOD entered into working relationships with 16 agencies. They have established regional service areas and created a revolving loan fund in each by awarding $3 million to capitalize the revolving loan funds. The agencies have experience in making decisions on whether to grant loans, as well as experience in servicing loans and accepting repayments.

The "micro-loans" that are made through these revolving loan funds provide up to $25,000 to start or expand family child care homes and centers. Loans are awarded for up to five years for a maximum prime rate, plus 2 percent. Then, as the lending agencies receive the repayments, the funds remain in a local revolving account to create an ongoing source of funding for child care providers.

Although these funds cannot fully finance start up operations, the micro-loans are often used in partnership with private lenders.

*Bernard Johnston is the Coordinator, Child Day Care Grant and Loan Program, Ohio Department of Development. For more information, contact Bernard at: (614) 466-7821.*



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# Child Care Initiatives Across the Country

## Arkansas: Financing to Create a Quality System

The Arkansas Early Childhood Commission (AECC) works to develop financing mechanisms for early childhood programs. Their initiatives address financing for facilities, equipment, and staff development. These include a CDA scholarship program, enhancement and training grants, and specialized contracts for programs serving infants and toddlers, teen parents, school-age children, or extended Head Start. There also is a Child Care Facilities Guarantee Loan Fund to help develop facilities in low-income, rural areas.

A separate initiative, the Child Care Facilities Funding/Community Development Block Grant, helps to develop child care programs. AECC provides a pre-application review and the Arkansas Industrial Development Commission (AIDC) determines the viability of potential projects. AIDC grants funds for construction or renovation of facilities serving children of low to moderate income families.

Several model projects have been developed, such as the Magazine Opportunities Program. This brought together the AIDC and AECC, the public schools of Magazine and Paris, and various community partners to develop a child care program in Logan County. The AECC provided technical assistance and grants for equipment and materials and the AIDC provided a grant to the city for construction funding. Magazine School District donated the property for the building, and both school districts pooled financial and human resources. Local corporations provided financial and in-kind support. The accredited center now serves children in a community that previously had no services available.

*To learn more, contact Glenda Bean, Executive Director, Arkansas Early Childhood Commission, at: (501) 682-4891.*

## Minnesota's Response to Child Care Financing

Two tax laws in Minnesota offer financial assistance to low-income working families with preschool children. The first is a state child and dependent care credit that models a similar federal credit. Parents earning less than $29,700 last year were entitled to claim up to $1,440 in a credit on their state tax return, based on a sliding scale. Minnesota also extended the credit to licensed family child care providers. Instead of claiming how much they paid someone else to care for their children (as parents do), providers claim how much they charge a parent to care for a child of the same age as their own.

The second law offers families who are eligible for the federal earned income credit a state working family credit which equals 15 percent of the federal credit. Licensed family child care providers are also covered under both federal and state credits.

For several years the Minnesota Alliance for Children has conducted a major public education campaign about the credits. In three years, there has been a 66 percent increase in the number of families claiming both credits. The average combined refund has been about $1,400 per family.

*For more information, contact Tom Copeland, Director, Redleaf National Institute, 450 N. Syndicate #5, St. Paul, MN 55104, (612) 641-6626 or e-mail* **VZPG63A@Prodigy.com.**

## Washington: Quality Child Care Financing

Those in the child care field met with Washington state business leaders in a child care "think tank" to develop new strategies for funding the child care system. With leadership from the corporate community including Microsoft, Boeing, several banks, and others, the planning has involved many key members of the child care community, such as the University of Washington Human Services Policy Institute, the state's Child Care Coordinating Committee, and the City of Seattle Child Development Program.

One result of these meetings is a report on "Quality Early Childhood Care and Education," that calls for a partnership of parents, employers, and government. Under the proposal, parents would pay a percentage of costs for child care, based on family income. Individual flexible employee benefits accounts would be established. Working poor families would be eligible for government contributions to benefits accounts, and very low-income working families would be eligible for direct vouchers for child care. The benefit accounts would be voluntary for businesses, and efforts to promote implementation could include favorable tax treatment, developing benefit pools for small businesses, and providing technical assistance to businesses in developing programs.

Another recommendation is that financing should be directly linked to quality. Ensuring this link would require the availability of training, a competency-based credentialing system, along with a system of peer/parental/licensor monitoring, and a public education campaign to help parents in making informed choices about quality care.

In the coming months, the report will be shared with the state's business, civic and child care leaders, as well as with policy makers.

*Marty Jacobs is Executive Director of the Washington Association for the Education of Young Children (WAEYC) and a member of the financing work group. For copies of the summary report or for more information, contact WAEYC at: (206) 854-2565, or e-mail:* **WAEYC@aa.net** *or contact Rick Brandon at the Human Services Policy Institute, at: (206) 543-8483.*

# Developing Inclusive Programs for Children with Disabilities

*Sheryl Dicker and Ellen Schall*

The child care community is aware of the importance of educating young children with disabilities with their peers, but efforts to create inclusive programs have been limited by lack of knowledge of the funding possibilities[1]. A major source of funds for these efforts is the federal Individuals with Disabilities Education Act (IDEA). Using IDEA and other resources, states, communities, and providers can serve children with disabilities in inclusive programs.

IDEA has two separate entitlement programs that focus on young children. The preschool grants program provides states with federal funding to assist local school districts to provide a free, appropriate, public education to children with disabilities ages 3-5. Another program, Part H, is administered by state lead agencies such as the Departments of Health, Developmental Disabilities, Education or Social Services. It provides funding for early intervention services for infants and toddlers who have, or are at risk of disabilities, and their families.

Under both entitlements, school districts or state lead agencies are required to make available all services specified on the individualized education plan (IEP) for children ages 3-5, or an individualized family services plan (IFSP) for children from birth through 2. For instance, services identified collaboratively by parents, teachers, and school officials can include specially designed instruction and related services to assist a child, such as speech, occupational or physical therapies, counseling, parent counseling, or an aide. Early intervention services under Part H may also include family support services, such as parenting education, parent support groups or respite care. Depending on a state's Part H policies, a provider may be able to meet the qualifications to effectively perform the functions of a service coordinator.

Services specified in the IEP/IFSP must be provided in the "least restrictive environment" for 3-5 year olds and in a "natural environment," to the maximum extent appropriate for the needs of children ages 0-2. These are settings that are typical for a child's peers, such as a regular preschool class, home, child care, or other community setting. When a placement is made, according to a child's IEP, to a program such as a child care center, the school district must fund the cost of the program to the extent that it is necessary to implement the child's IEP. Although child care is not considered an early intervention service under Part H, all services enumerated on the IFSP, including child care programming to enable interaction with a child's peers, are reimbursable if provided by "qualified personnel." States develop standards for defining "qualified personnel." Some states, such as Illinois and Maine, have created new occupational categories which enable child care personnel to provide certain covered services.

By viewing IDEA as the cornerstone for programs for young children with disabilities, one can begin to develop and fund inclusive services. IDEA services are tied to the IEP or IFSP. It is critical that child care providers, teachers, and parents are present at the IEP/IFSP meetings and clearly specify all of the services that a child needs, particularly programming to enable interaction with his or her peers. Unraveling the complexity of IDEA can provide significant funds. For example, New York's unit rate system for Part H reimburses a 2-3 hour developmental toddler group that can include non-disabled children at a rate almost comparable to a full day in care.

School districts or state lead agencies have funded the IDEA entitlement by utilizing a variety of sources in addition to federal IDEA funds such as state special education funds and Medicaid. It may be possible to augment Part H funds with sliding fees established by state law and, in some cases, with private insurance. But, the IEP/IFSP typically covers only part of the day and for those children who require additional hours in child care, Head Start, or other preschool programs, a range of funding streams should be explored. Head Start and Child Care and Development Block Grant (CCDBG) funds can be used. A new federal source, the Family Support and Preservation program, also can be used to fund early childhood programs under its family support provisions. Thus, the creative use of IDEA provisions, coupled with federal and other child care resources, can help to make inclusive programs a reality for young children with disabilities.

[1]S. LaMorcy & D. Bricker. "Integrated Programs: Effects on Young Children and Their Parents," *Integrating Young Children with Disabilities into Community Programs*, Peck, Odom & Bricker, eds. Baltimore: Brookes (1993); S. Odom & M. McEvoy, (1988), Integration of Young Children with Handicaps and Normally Developing Children, *Early Intervention for Infants and Children with Handicaps*, Odom & Karnes, eds. Baltimore: Brookes. (Less than one third of young children with disabilities are in inclusive programs).

*Sheryl Dicker is Executive Director, and Ellen Schall is Co-Chair of the New York State Permanent Judicial Commission on Justice for Children (PJCJC). The PJCJC focuses on the problems of young children and the courts, and has initiated reforms in three areas: assuring access to early intervention, creating a statewide system of Children's Centers in the courts; and assessing and improving foster care proceedings. For more information, contact Sheryl at: (914) 422-4425.*



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# Innovative Approaches to Financing Facilities

*Jan Stokley and Emily Heumann*

Innovative joint ventures between government, business, and philanthropy are helping to finance child care facilities through various combinations of loans, grants, and technical assistance. A few of these approaches are listed below.

➢**Child Care Capital Investment Fund** is a $3.5 million technical assistance and capital loan fund for nonprofit child care centers serving low-income children (see "Private Capital Works to Enrich Care," in the *Child Care Bulletin*, November/December 1995). It was created by the United Way of Massachusetts Bay, the Ford Foundation, and a group of local foundations and corporations. This fund provides grants of up to $7,500 for facilities assessments. Child care providers are eligible to apply for flexibly structured, low interest facility loans of up to $120,000. The Fund also links providers with lenders outside of the traditional child care universe, including assisting four agencies to obtain loans totaling $6 million from private banks accessing the Federal Home Loan Bank. As of December 1995, the Fund had provided 117 loans and grants to 53 child care providers.

▣ Contact: Carl Sussman, Fund Manager, Sussman Associates, 294 Washington St., Suite 330, Boston, MA 02108, (617) 357-8555, fax: (617) 728-3028.

➢**The Illinois Facilities Fund (IFF) Child Care Facility Development Program** is a statewide nonprofit organization which provides credit and technical assistance to community based human service providers. The program is a partnership with the Illinois Department of Children and Family Services (DCFS). Under the agreement, the IFF borrowed funds, designed, built, and now owns seven child care centers in low-income communities. The DCFS is paying back the IFF debt over 10 years, using annual appropriations from the state's general funds, and it also subsidizes the centers' operating expenses. Nonprofit child care agencies run the centers and will receive title to the buildings at the end of the 10 years. The IFF raised a total of $21 million from corporations, foundations, and a tax-exempt bond issue to create the centers, which serve more than 1,500 children.

▣ Contact: Trinita Logue, President, Illinois Facilities Fund, 300 W. Adams St., Chicago, IL 60606, (312) 629-0060, fax: (312) 629-0065.

➢**The Early Childhood Facilities Fund** works nationally to increase the supply of quality early childhood facilities in low-income communities. Rather than lending money directly, the Fund provides workshops on facilities management and development issues, technical assistance for facilities development, design of finance demonstration projects, and loan packaging. The Fund has also developed a comprehensive guide for facilities financing. Projects assisted by the Fund have received more than $15 million in facilities funding, creating spaces for approximately 1,700 children.

▣ Contact: Susan T. Holman, Early Childhood Facilities Fund, 65 S. Main St., Building D, Pennington, NJ 08534, (609) 730-1070, fax: (609) 730-1075.

➢**The Ohio Community Development Finance Fund's Ohio Facilities Project** is a statewide vehicle for financing community revitalization. The Ohio Facilities Project provides training, technical assistance, and planning grants to Head Start agencies, with funding from the Ohio Department of Education. The Ohio Nonprofit Facilities Fund, a division of the Ohio Facilities Project, provides capital for the purchase, rehabilitation, or construction of Head Start facilities, using direct subordinate loans and linked deposits to reduce the interest cost on construction loans. The fund has granted $403,750 to 41 projects and placed $450,000 in linked deposits for projects with a combined budget of more than $21 million.

▣ Contact: James R. Klein, Executive Director, Ohio Community Development Finance Fund, 42 E. Gay Street, Suite 1000, Columbus, OH 43215, (614) 221-1114, fax: (614) 221-7493.

➢ **SELF-HELP North Carolina Community Facilities Fund** is part of a statewide community development bank. The fund makes loans ranging from $500 to $850,000 for facilities, equipment, and start-up costs. The staff also develop technical assistance workshops, conferences, and a business reference manual for child care providers. The loan fund's capital sources include the Child Care and Development Block Grant, monies from the Rural Development Agency, the Small Business Administration, along with the assets of SELF-HELP. Since 1987, the fund has made loans totaling $3.5 million, with a default rate of less than one percent.

▣ Contact: Laura Benedict, Director, The SELF-HELP North Carolina Community Facilities Fund, P.O. Box 3619, Durham, NC 27702-3619, (919) 956-4400, fax: (919) 688-3615.

*Jan Stokley is the Child Care Project Manager, and Emily Heumann is the Project Assistant for the National Economic Development and Law Center. To learn more, contact Jan at: (510) 251-2600.*

# Reinvesting in Child Care Financing

*Richard Ferlauto*

Access to credit, along with business capacity development, is an integral part of a community strategy to expand and develop child care facilities. The Center for Policy Alternatives' (CPA's) "Reinvesting in Child Care" facilities financing program helps to build partnerships with banks to finance lines of credit and loans for family child care providers and for centers.

CPA has educated bankers nationally about the special lending needs of providers. CPA's work with the federal banking regulatory agencies has led to the inclusion of regulations in the Community Reinvestment Act that support investments in child care facilities financing.

CPA's progress at the federal level has been used to motivate its state project activities. "Reinvesting in Child Care in Washington, DC" has convened a diverse group who share an interest in child care facilities financing. Child care providers and other experts in the field, along with human services agencies, philanthropic institutions, banks, and employers are developing model facilities financing programs that can be replicated in other areas. Three lending programs have been developed along with loan guarantees. This $1.5 million child care financing pipeline can leverage public resources thirteen to one.

The training and technical assistance component assists child care providers who have an interest in increasing their business expertise and improving their skills as early childhood educators.

CPA is working on developing similar loan guarantee projects in communities around the country. Last January, CPA convened 60 national experts in child care facilities financing to discuss best practices and to share their successes and lessons learned. Participants developed a state policy action agenda for facilities financing that underscores the need for a centralized system of information sharing in the child care field. CPA is also developing a web site to serve as a clearinghouse on child care facilities financing issues.

Support for facilities financing is growing in many locations. CPA will provide information and technical assistance to states that are interested in developing new programs. These programs will increase economic activity in low-income areas, and will give child care providers and families access to the support they need.

*Richard Ferlauto is Associate Director for the Center for Policy Alternatives. For more information about child care facilities financing, contact Richard Ferlauto, or Tracey Arvin at (202) 387-6030.*

## National Community Development Intermediary

The Local Initiatives Support Corporation (LISC) is a national intermediary established by the Ford Foundation to help revitalize distressed areas. LISC pools resources from public and private sources and channels them to community development corporations (CDCs) as grants, loans, and equity investments to assist in rebuilding the physical, economic, and social infrastructure of neighborhoods. To date, LISC has raised more than $1.5 billion to support over 1,400 CDCs.

LISC's experience in child care facilities development began through a collaboration with the City of New York, CDCs, early childhood programs, and Child Care Inc. (the local resource and referral agency), to build five early childhood centers in low-income neighborhoods. The first center was finished in January 1996 by the Manhattan Valley Development Corporation and the Bloomingdale Family Head Start Program.

The lessons learned by this project have helped to shape LISC's National Child Care Initiative which will create facilities in 10 sites across the country. In partnership with the National Head Start Association, LISC offers technical assistance to CDCs and providers in program design and facility development, and also helps them to secure financing.

*To learn more, contact Amy Gillman, Program Officer for LISC's National Child Care Initiative, at: (212) 455-9840.*

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**The National Children's Facilities Network** shares information and works to advance the practice and feasibility of developing early childhood facilities serving low and moderate income families. The group focuses on designing demonstration financing models and programs, disseminating information about successful efforts, and empowering the early childhood community to invest more strategically in facilities in order to increase the supply of quality services. The Network's members are nonprofit organizations engaged in lending or facilitating financing, real estate development services, technical assistance, policy analysis, or research and development:

**Local Initiatives Support Corporation**
**(Boston) Child Care Capital Investment Fund**
**Illinois Facilities Fund**
**(Maine) Coastal Enterprises, Inc.**
**(Minneapolis) Development Corporation for Children**
**National Economic Development and Law Center**
**(New Jersey) Early Childhood Facilities Fund**
**(New York City) Non-profit Facilities Fund**
**(North Carolina) Center for Community Self-Help**
**Ohio Community Development Finance Fund**
**(Philadelphia) Delaware Valley Community Reinvestment Fund**

*For more information about the Network, contact Carl Sussman, Senior Project Advisor for the Child Care Capital Investment Fund at: (617) 357-8555.*

# Creative Financing for Training Maximizes Efforts

*Sue Connor*

The Rhode Island Child Care Training System at Children's Friend and Service provides training, resources, and professional support to the child care community. From initial funding of $150,000 from the Child Care and Development Block Grant (CCDBG) and the Rhode Island Department of Human Services, the Training System staff have used creative ways to maximize their efforts. The advisory board has representatives from the state's child care and education professional organizations, government agencies, training institutions, resource and referral agencies, and other experts in the field. They have provided guidance and in-kind support by obtaining resources, designing and implementing training programs, and serving on committees to generate additional financial support.

The child care and education community supports the Training System by helping with conferences, developing prop boxes for loan to child care providers, and donating videos, publications, and other resources. Training space for has been obtained by providing free training slots for child care programs that allow their sites to be used for the sessions, and also by collaborating with local college programs and the Women and Infants Hospital.

The Training System also collaborates on conferences with organizations such as the Rhode Island Association for the Education of Young Children, Family Child Care Homes of Rhode Island, and School Age Coalition. Collaborative efforts with national organizations have also contributed trainers and resources.

In many initiatives, it has been possible to combine the goal of cost effectiveness with the goal of mentoring professionals. Graduate students have provided in-kind services to the Training System through the implementation of a Family Child Care Accreditation Project and a Director's Academy. A formal evaluation which documents the effectiveness of the Training System was also completed. Outreach to professionals interested in sharing their knowledge has generated mutual opportunities for mentoring.

Through a major collaborative effort, the Training System was recently awarded a $100,000 grant from the Rhode Island Foundation. Along with contributions from other sources, the funds will be used for the "Quality 2000" initiative, to promote accreditation and to inform parents about quality care and education.

Other collaborations have involved the Centers for Disease Control, The United Way, and Maternal and Child Health. Each of these efforts to obtain supplementary resources has contributed an additional piece to the viability of the Training System. In each instance, the strategy has been to look at the goals of the collaborating organization or individual, and to maximize the resources available for all.

*Sue Connor is Project Manager for the Rhode Island Child Care Training System. For more information, contact Sue at: (401) 729-0765.*

# Evaluating the Costs of Employee Turnover

*Marcy Whitebook*

Research has demonstrated a relationship between high rates of turnover and negative developmental outcomes for children. Until now, however, few interventions have been proposed or initiated to reduce the disruptive effect that employee turnover can have on child care programs, families, and other staff.

The National Center for the Early Childhood Work Force (NCECW) has received a grant from the Center for the Future of Children at the David and Lucile Packard Foundation to work with center directors and staff and develop a resource manual on how to manage turnover. It will cover recognizing and calculating direct and indirect expenses incurred when a teacher leaves, intervening to reduce these expenses and to increase staff retention, along with strategies that minimize the extent of change and stress that children and staff experience when turnover occurs.

Many businesses identify turnover costs and determine how dollars spent on turnover can be redistributed to address staff retention. Across industries, three major intervention strategies to redirect turnover costs involve improving compensation packages, hiring practices, and work relationships. Many businesses also routinely examine the practices they employ when faced with a turnover event which may exacerbate its negative effects and undermine the quality of products or services. In child care, for example, centers may lessen the loss that children experience when a teacher leaves by hiring one long term substitute, rather than a steady stream of substitutes.

By applying lessons from other industries and examining best practices within the field, concrete strategies for reducing and managing turnover can be identified.

*To learn more about the project or share your insights, contact Marcy Whitebook, Senior Research Policy Advisor, National Center for the Early Childhood Work Force, 2625 Alcatraz Ave. #199, Berkeley, CA 94705, or contact NCECW at: 733 15th St., NW, Washington, D.C., 20005, or call: (202) 737-7700.*

*With each issue, the* Child Care Bulletin *highlights resources available to the child care community. We encourage providers, parents, administrators, and other readers to share knowledge of what is available so that we may pass it on to the field.*

## Publications

➢*Financial Resources for Training, an "Action Pack"* Louise Stoney

A tool to help in establishing career development systems. It explains how to navigate the financing system that supports training for early care and education practitioners. The *Action Pack* provides a framework to help identify those that administer training funds in a wide range of public and private agencies, and to coordinate funds and training opportunities from many different sources. A step by step approach is included, along with interview questions, and an adaptable financing "neighborhood." (Available for $25 from the Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston, MA 02215-4176, or call: (617) 734-5200).

***Publications below are available from the Child Care Law Center, 22 Second Street, 5th Floor, San Francisco, CA 94105, or call: (415) 495-5498.***

➢*The Child Care Tax Credit: A Booklet for Parents*

This explains the federal and California child care expense tax credits in an understandable, step-by-step manner. It includes information about school-age child care, overnight camp, and recreational programs. ($6).

➢*Summary of Federal and California Tax Provisions Relating to Child Care*

This publication explains federal and California tax credits available to employers. It includes sample dependent care assistance plans (DCAP) and cafeteria plans ($15).

➢For a fact sheet about the Earned Income Credit or the Child and Dependent Care Credit, contact the National Women's Law Center, 11 Dupont Circle, Suite 800, Washington, DC 20036, or call: (202) 588-5180.

***Publications below are available from the Child Care Action Campaign, 330 Seventh Ave., 17th Fl., New York, NY 10001-5010, or call: (212) 239-0138.***

➢*Investing in the Future: Child Care Financing Options for the Public and Private Sectors*

This report identifies key barriers faced by family child care and center providers in obtaining start-up and operating financing. It highlights successful financing models, including grants and loans, bank reinvestment strategies, community initiatives, bonds, pension funds, and employer partnerships.

➢*Not Too Small to Care: Small Businesses and Child Care*

This publication profiles 29 small businesses (employing less than 250 workers) that have implemented child care benefits: on-site or near-site child care centers, flexible work hours, employee subsidies, parental leave, family child care homes, and Dependent Care Assistance Plans.

➢For a two page Information Guide (#16) on *How to Use the Federal Child Care Tax Credit*, call: (212) 239-0138, or e-mail: **HN5746@handsnet.org**

**The ACF Fact Sheet** describes the child care programs administered by the Child Care Bureau within the Administration on Children, Youth and Families. These include Child Care for Aid to Families with Dependent Children (AFDC) Recipients, Transitional Child Care (TCC), At-Risk Child Care (ARCC), and the Child Care and Development Block Grant (CCDBG). (Free publication, available from the National Child Care Information Center, 301 Maple Avenue West, Suite 602, Vienna, VA 22180, or call: (800) 616-2242, fax: (800) 716-2242, TTY: (800) 516-2242, or e-mail: **agoldstein@acf.dhhs.gov**).

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Internet access to ACF and the Child Care Bureau:
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***http://www.acf.dhhs.gov/ACFPrograms/CCDBG/index.html***

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# *Next Issue:* Child Care Research

*Please send articles or ideas for future issues to the Editor,* Child Care Bulletin.

National Child Care Information Center
301 Maple Avenue West, Suite 602
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# CHILD CARE BULLETIN

Issue 11

## Child Care and Development Fund: Critical Challenges for Research

**Child care is at a crossroads.** The 1996 Child Care and Development Block Grant Amendments provide a framework for states and communities to plan a more cohesive child care system that responds to the needs of families and helps promote safe and healthy care for children of all ages. This challenge has inspired a fresh look for the *Child Care Bulletin*. The emblem of a heart and a star portrays the caring field striving for excellence.

As the responsibility for welfare programs shifts from the federal level to states, child care assistance will continue to be a critical support for children and families. To ensure the well-being of children in this evolving picture of child care services requires different thinking from the past. Administrators need information that highlights the critical issues and impact of policy and program decisions on children and families. Partnerships among policy makers and researchers are an effective way for administrators to tap into a useful knowledge base. Research that is cross-cutting, collaborative, and directly links policy issues and information requirements with research initiatives and data findings will be increasingly important to administrators.

In anticipation of these changing needs, the Child Care Bureau has embarked on several activities to support collaboration between the research and policy communities. In the fall of 1995, the Bureau funded the Child Care Policy Research Consortium to study critical issues, including demand, supply, and outcomes for low-income families. In June 1996, the Bureau convened a Child Care Policy Research Symposium to bring together experts in the field to examine issues facing administrators, trends in related child care policy research, and future opportunities for research and collaboration. From the symposium, a paper is being developed by the National Child Care Information Center to help administrators use research to meet their needs.

Most recently, the Child Care Bureau sponsored the fifth Annual Meeting of State Child Care Administrators, in Washington D.C., September 9-10, 1996. The meeting focused on supporting states in their "next steps" in the implementation of the 1996 child care legislation, linkages with research, and the need for comprehensive state and local planning efforts.

At the meeting, a framework of five principles was presented for states and communities to consider during this planning process (see article beginning on page 6). The framework includes:

- **Building capacity** to ensure quality, supply, and system support;
- **Expanding assistance** to families to pay for services;
- **Developing linkages** to promote comprehensive services that support families;
- **Leveraging** private sector support to build up resources; and
- **Evaluating** resources, needs, and progress to maximize efforts toward achieving goals.

This issue of the *Child Care Bulletin* looks at linkages between policy and research. It examines effective partnerships and research efforts that address key topics in child care.

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**Child Care Research**

# Child Care Initiatives Across the Country

## Washington State: Child Care Essential to Stay Off Welfare

The April 1996 Washington Kids Count (WKC) study, *Welfare, Work and Childcare in Washington State*, examines the realities of legislative proposals to shift people rapidly off AFDC* and into jobs. The study builds on previous work by the Washington Institute for Public Policy at Evergreen State College, which emphasized a "threshold wage" of $8 per hour to stay off welfare at least 36 months. The WKC study was sponsored by the Washington State Department of Social and Health Services.

Families in the study were either on welfare or deemed at risk of needing it. The study looked not just at wages, but at other factors, such as education, marital status, and child care in allowing low income families to remain off welfare.

The analysis reveals that child care is essential to staying off welfare; it also showed that there is no "magic threshold" wage, but that every increase in wages increases the probability of remaining off welfare. The findings also show that one out of five workers in Washington state works part time, and that most are women in low paying jobs. Part time and episodic work greatly limits income and highlights the need for additional supports, such as child care, sick leave, and medical coverage.

Three analytic models were used to sort out the multiple effects on work, child care, and public assistance status. The study found that the presence of young children (ages 0-6) and use of child care were important determinants of women's ability to work and remain economically independent. This suggests that strategies to move mothers off welfare will require more than just employment opportunities.

The study found that child care is expensive, costing for each child at least 20 percent of an average worker's after-tax wages. For low income women, it may cost in excess of 25 percent of income. According to the study, making quality child care affordable for low income families is clearly a necessary component of assuring economic independence.

*Copies of the study are available from Washington Kids Count (WKC), at: (206) 685-7613. For more information, contact the authors: Richard Brandon, WKC Project Director, at the above number, or by e-mail at:* **brandon@u.washington.edu**, *and Robert Plotnick, Professor, University of Washington Graduate School of Public Affairs, at: (206) 685-2055. WKC is a part of the University of Washington Human Services Policy Center. Related information is available at the Policy Center's Home Page at:* **http://weber.u.washington.edu/~hspcnews/**

## Arizona: Customer Satisfaction Surveys

The Arizona Department of Economic Security's (DES) Child Care Administration conducts surveys to assess customer feedback and assist in determining future directions of the Arizona Child Care Program. A child care home provider survey and one targeted at low income, working, non-welfare families who are attending education or training programs were conducted along with an annual customer satisfaction survey. The brief surveys are written in both English and Spanish.

The surveys help to benchmark performance measures, such as customer satisfaction ratings, quantify and qualify management practices, suggest trends or patterns in child care needs and services, and build a demographic profile of families. In one survey, 45 percent of respondents indicated that they would either request public assistance, quit, or reduce work if the DES Child Care Program were not available.

*To learn more, contact Stephen Fung, Evaluation and Statistical Analyst, Arizona Department of Economic Security, Child Care Administration, at: (602) 542-1091.*

## Georgia: Assistance in Meeting Standards

Project AIMS, Assistance in Meeting Standards, was funded by the Georgia Child Care Council to enable family child care providers to attain compliance with rules, such as maintaining immunization records or having first aid kits. It also obtained statewide data to construct an effective regulatory model and data about providers' training and technical assistance needs.

Statewide, 724 family child care providers participated in the study. Providers were randomly assigned to either an "experimental" group that received technical assistance, or a "control" group that did not. The experimental group made significantly greater gains on compliance measures.

To develop a regulatory model, the study looked at factors that predicted greater rule compliance by providers. These included how long providers had been registered; if they were affiliated with the USDA Child and Adult Care Food Program or with professional associations; and whether they were seeking formal training, such as obtaining a Child Development Associate (CDA) credential, or accreditation through the National Association for Family Child Care (NAFCC).

The project recommended implementing a routine inspection system that includes a technical assistance component. The specific recommendations addressed training, community linkages, and support networks for family child care providers.

*To learn more about Project AIMS, contact Deborah Wilkes, Principal Investigator, at: (770) 953-9371.*

*AFDC (Aid to Families with Dependent Children) was replaced by TANF (Temporary Assistance to Needy Families Block Grant) in welfare reform legislation enacted in August 1996.

# Child Care Bureau Supports Policy and Research Collaboration

As welfare reform is implemented, policy makers are under increased pressure to meet the growing demand for child care while maintaining quality and respecting parental choice. As a result, there is a critical need for a valid, reliable and integrated knowledge base to point the way toward effective solutions to these important challenges.

In response to these issues, the Child Care Bureau has sponsored several complementary activities to support collaboration between child care policy makers and the research community. These activities have included convening a Child Care Policy Research Symposium and sponsoring a Child Care Policy Research Consortium.

## Creating Successful Partnerships

In June 1996, representatives from the child care program, policy, and research fields participated in the Child Care Policy Research Symposium. Their discussions centered around linking welfare reform with child care research findings, and the implications for policy decision making. Future collaborative efforts were also considered.

Through these discussions, several elements emerged for creating effective child care policy research partnerships. The elements will be part of a forthcoming paper by An-Me Chung, Ph.D., with assistance from Louise Stoney, which is being produced by the National Child Care Information Center in cooperation with the Child Care Bureau.

### Elements of Effective Policy Research Partnerships

1) Convene administrators and researchers who are committed to working toward a common goal.

2) Develop a common language through the process of discussion and deciding what is important and what research is feasible.

3) Understand, respect, and respond to the different needs of policy makers, practitioners and researchers. Pursue coordinated research strategies which effectively examine complex child care issues.

4) Maintain flexibility and creativity in finding ways to support informed decision making by balancing resource constraints and issues of research design.

5) Institutionalize the partnership so that research and policy development combine to produce and utilize relevant information that addresses critical issues.

6) Work with state and community level policy makers to develop data systems that meet the needs of the key stakeholders in quality child care.

The follow-up paper to the symposium will be a synthesis of major issues, policy questions, available research findings, and information needs. It will provide a framework for ongoing dialogue and action by the research community in partnership with child care administrators and other key stakeholders.

*The paper will be available in December 1996 from the National Child Care Information Center, 301 Maple Avenue West, Suite 602, Vienna, VA 22180, or call: (800) 616-2242, fax: (800) 716-2242, TTY: (800) 516-2242, or e-mail:* **agoldstein@acf.dhhs.gov**

## Child Care Policy Research Consortium

The consortium is made up of university research teams, state and local child care agencies, resource and referral networks, and professional associations and businesses (see "National Child Care Research Consortium Formed," *Child Care Bulletin*, November/December 1995). These partnerships also include national organizations such as the National Association of Child Care Resource and Referral Agencies (NACCRRA).

These partnerships are spearheaded by the following organizations:

- The National Center for Children in Poverty at Columbia University, working in Illinois and Maryland;
- Florida Children's Forum in Tallahassee, working in Alabama, Florida and Massachusetts; and
- Portland State University Regional Research Institute for Human Services, which is working in Oregon.

The primary goals of the consortium are to develop collaborative research strategies, find new ways of collecting data without large-scale studies, and generate a more useful body of knowledge than would be possible by a single study. The specific research objectives focus on three major themes identified by the Child Care Bureau as central to welfare reform and emerging information needs:

1) Child care needs, utilization patterns and outcomes for low-income families, particularly those moving from welfare to work and those who are currently employed but at risk of needing welfare services;

2) Child care opportunities and constraints that influence the lives of low-income families and children; and

3) Systemic issues that affect the delivery of subsidized child care services.

Highlights from the three partnerships are included on the following pages.

## National Center for Children in Poverty Child Care Research Partnership: Focusing on State Data

The National Center for Children in Poverty (NCCP) is leading a three-year research partnership with agencies in two states. The partners in Maryland include the Child Care Administration of the Department of Human Resources and the Maryland Committee for Children. Partners in Illinois include the Department of Public Aid, the Department of Children and Family Services, and the Child Care Resource and Referral Association. The partnership is focusing on three components:

- Providing descriptive analyses of low-income child care markets using existing statewide data on regulated programs and on employed parents who receive child care subsidies;
- Community level analyses of different child care markets; and,
- Analyses of the interrelationships among various state policy decisions, factors related to the supply of child care, and parents' employability outcomes.

In order for policy makers to understand how the new federal welfare legislation will impact on their states' child care systems, they first must know the answers to several critical questions. For example:

- How much can a family reasonably be expected to pay toward child care? How will altering the sliding fee scale affect child care choices that families make?
- What do we know about family and employment characteristics of those receiving subsidies who are most likely to use informal care? How do their choices relate to the supply of regulated care? Can we use this information to estimate the number of families who will be using informal care as a result of welfare legislation?
- What is the supply of care in local markets where there could be the highest impact of welfare reform? Where are the largest gaps in supply?

These are just a few of the questions that policy makers must address when deciding how to invest state resources to maximize families' access to quality child care. The partnership of researchers and representatives of subsidy and child care resource and referral agencies will explore the extent to which routinely collected administrative data can address these issues.

The partners have gained an understanding of the data that is available from an analysis of the six major management information systems in the two states that describe licensed and regulated child care programs and low-income families who use subsidies. From these sources, the partnership can glean monthly snapshots of child care and families using subsidies in order to monitor trends and understand their impact on parents' employment decisions. In addition, they are focusing on neighborhood-level analysis, and linking resource and referral, census, and subsidy data to explore the relationship between subsidies and the supply of care. They are also looking at forms of care that people moving from welfare to work are most likely to need, such as care offered during non-traditional hours.

*To learn more, contact Ann Collins, Senior Program Associate, National Center for Children in Poverty, at: (212) 927-8793, or e-mail at:* **ac261@columbia.edu**

## Tri-State Child Care Research Partnership: Studying Child Care Markets

The Tri-State Partnership is working in Florida, Alabama, and Massachusetts to develop a greater understanding of how child care markets operate for low-income families, including those moving from welfare to work, and those who are employed, but at risk of being on welfare.

The Florida Children's Forum, a statewide resource and referral network, is the lead organization overseeing the project. The partnership includes state child care administrators and resource and referral agencies from the three states, and a research team representing Wellesley College and Florida International University.

Using existing state and local subsidy management and resource and referral databases, the Tri-State Partnership is looking at how subsidized child care, or the absence of it, affects family income and employment. Among the research questions are:

- What are the employment patterns (hours of work, wages, types of employers) of families receiving subsidized child care, and how do these patterns differ from those of families on the waiting list for care?
- How long do families need access to subsidized child care in order to make significant progress toward self-sufficiency?

The first product of the Tri-State Partnership is a paper entitled, *Parents Receiving Subsidized Child Care: Where Do They Work?* By showing where the parents work, the study "puts a human face" on poverty and the challenges

*Tri-State Partnership continued...*

posed by welfare reform. Most of the families receiving child care subsidies work in the retail sector, especially fast food restaurants and grocery stores. Many others work in nursing homes and temporary business services.

According to the study, "welfare reform with its emphasis on time limits and work requirements makes understanding the low-income labor market and the low-income child care market vitally important." The study documents that employers benefit indirectly from child care subsidy programs. It also looks at the industries that currently employ few workers receiving subsidized child care, and provides recommendations for training programs associated with welfare reform.

With relatively few opportunities for rapid advancement, the families concentrated in various low-wage occupations are unlikely to be able to pay the full cost of child care. This study helped contribute to the development of a new child care financing program in Florida, The Child Care Partnership Act. This program encourages employers to help share the cost of care by providing matching funds for child care for their low-income employees. The Tri-State Partnership is also moving forward with replicating this study in Alabama.

*To obtain a copy of "Parents Receiving Subsidized Child Care: Where Do They Work?" contact LisaAnn Benham at the Florida Children's Forum, (904) 681-7002. For more information on the Tri-State Partnership, contact the Forum's Executive Director, Susan Muenchow, at the same number, or e-mail:* **SKMuenchow@aol.com**

## The Oregon Child Care Research Partnership: Examining Quality of Care from Parents' Point of View

The Oregon Child Care Research Partnership is conducting a range of studies on estimating and understanding the conditions that help or impede parents in finding desirable child care for their children. In addition to analyses of existing data, including those from the biennial Oregon Population Survey, the partnership is surveying parents about their child care in a questionnaire called "Quality of Care From a Parent's Point of View." The findings are adding to Oregon's outcome-based, data-driven planning for child care and will help establish benchmarks of quality that are based on consumer data. The partnership is examining:

- child care needs and family demographics associated with different levels of income, comparing families who receive welfare assistance and those who do not;
- the indicators by which parents recognize child care that they value, or that they are concerned about; and
- the extent to which parent-assessed quality of child care is associated with type of family (marital and employment status of parents), type of care, accessibility and affordability of choices, and work-family flexibility.

The Partnership is developing consumer indicators of the quality of the care that families arrange for their children. The questionnaire was tested with a sample of approximately 900 parents. They were asked to respond with, "It happens never, sometimes, often, or always," to statements such as, "My child feels safe and secure," "My child gets lots of individual attention," and "My caregiver is open to new information and learning." Quality-of-care questions covered the child's health and safety, number of children in care, parent's relationship and communication with the provider, the richness of activities for the child, and the warmth and quality of interest in the relationship between caregiver and child. Other issues included continuity of care, hours per week child is in care, any special needs the child may have, the flexibility the parent has in work and family, and parent's access and ability to afford child care choices.

Next year, the Partnership will continue to develop its parent's-point-of-view measurement in ways that may be useful to parent support projects. The aim is to assist parents in dealing with the conceptual and practical issues involved in observing, assessing, asking questions about, influencing, improving, or seeking alternatives to child care arrangements. This is based on the belief that the delivery and quality of child care services will be improved through assistance from parents as informed child care consumers.

*For more information, contact Arthur Emlen, Professor Emeritus, Portland State University, Regional Research Institute for Human Services, at: (503) 725-4178, or e-mail at:* **emlenart@teleport.com**

**To learn more about the activities of the Child Care Policy Research Consortium, contact:**

**Pia Divine, Coordinator,**
**Child Care Policy Research Consortium**
**Child Care Bureau**
**Room 329F, Humphrey Building**
**200 Independence Ave., SW**
**Washington, DC 20201**
**or call: (202) 690-6705, fax: (202) 690-5600, e-mail: pdivine@acf.dhhs.gov**



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# CHILD CARE AT THE CROSSROADS:

## *A Call For Comprehensive State and Local Planning*

The Child Care and Development Block Grant Amendments of 1996 provide an important opportunity for states and communities to plan a more cohesive child care system that responds to the needs of all families and helps promote safe and healthy care for children of all ages. Federal funding levels over a six year period allow for multi-year planning.

Child care assistance is at a crossroads. It can grow to become a critical support for children and families or it can be stretched too thin, providing minimum protections for children, and leaving many hard working families without access to child care support they need.

States and communities are encouraged to consider the following five principles during the planning process.

### BUILD CAPACITY

**to ensure quality, supply, and system support**

In order to meet the increasing demands for child care, **ensure parental choice** and ensure quality environments for children, states and communities will need to build capacity in critical areas. States should consider establishing or expanding:

- **Apprenticeship** and other professional development programs that lead to state recognized credentials for all categories of care and all levels of providers.
- Resource and Referral, including **consumer education** and outreach to parents and providers.
- Adequate **payment rates that assure families equal access** to a range of services in their community.
- **Outreach campaign and resources to build the supply** of family child care, infant care, school-age care, night-time care, and care for children with special needs.
- **Systems** for data collection and reporting.
- **Staff capacity** for administration, coordination, licensing and monitoring and oversight.

### EXPAND ASSISTANCE

**to families to pay for services**

In efforts to provide child care assistance to more families, states and communities should consider the need to:

- Serve both working families and those transitioning off welfare.
- Make all families below a certain income level eligible for child care assistance (i.e. a percentage of state median income assistance).
- Provide enough assistance so that no families are forced to pay more than ten percent of their income for quality care.

### DEVELOP LINKAGES

**to promote comprehensive services to families**

To remain self-sufficient, many families need other services along with child care. State and local planning should link child care to the following critical services:

- Health
- Family Support Services
- Head Start
- School and Youth programs
- Employment Services
- Transportation
- Housing
- Child Support Enforcement
- Temporary Assistance to Needy Families
- Child Welfare

### LEVERAGE

**private sector support**

The growing demand for child care assistance will strain the limited public funds available. In order to build up resources that can be used to provide assistance to an increasing number of working families and to ensure quality, we need to leverage private sector resources and support.

States and communities should consider using some of their new child care funds to reach out to businesses in their area to help build child care funds that will grow over time. Public dollars can be used to establish a *"Working Parent Assistance Trust Fund"* in a community or a state. Corporations could be challenged to donate resources to this fund which in turn would help improve the supply of quality services for the total community or provide targeted scholarships to help families pay for care.

## EVALUATE
### resources, needs and progress

In the past, there have been very few efforts made to evaluate public investments in child care. States and communities should take this opportunity to:

- Include parent and provider feedback into the evaluation of services.
- Evaluate the supply of child care available, the current level of assistance, and the anticipated demand.
- Establish benchmarks or targeted goals for the use of child care funds.
- Measure progress in reaching the goals.
- Develop research and evaluation projects that assess the quality of care provided, the effect on children and the impact on the parents' ability to work.
- Improve data collection and reporting.

***These are draft principles for planning in states and communities. Send comments regarding these draft principles to:***

***Child Care Bureau - Room 320F***
***200 Independence Avenue, SW***
***Washington, DC 20201,***
***or fax to: (202) 690-5600***

# Promoting the Understanding of Children's Development

The Carnegie Corporation of New York recently released a report, *Years of Promise: A Comprehensive Learning Strategy for America's Children*. The report's recommendations include ideas for promoting children's learning in families and communities, expanding high quality learning opportunities, creating effective school systems, and promoting high quality children's television and access to other electronic media. In the area of school-age care, the report notes that children in after-school programs would benefit from:

- A philosophy that views after-school programs as part of a comprehensive strategy to enhance learning, and a more proactive approach;
- More collaboration: Forming partnerships with businesses, schools, community-based organizations, cultural institutions, and volunteer groups, can offer children rich after-school experiences;
- A more intense focus on the needs of individual children: Most after-school programs report excellent staff/child ratios, averaging eight or nine children per adult. Given training, staff should be able to give individual children help with homework and guidance in practicing important skills.

*Years of Promise* is the latest in a series of projects from the Carnegie Corporation of New York designed to advance the nation's understanding of the learning and developmental needs of children from before birth through 15. Other reports in the series include *A Nation Prepared* (1986), *Turning Points* (1989) and *Starting Points* (1994), which focused on the development of infants and toddlers.

*To order the report, contact the Carnegie Corporation of New York at (212) 371-3200.*

## Resource and Referral Data Available

The National Association of Child Care Resource and Referral Agencies (NACCRRA) has conducted a nationwide study to document resource and referral services. The study surveyed local child care resource and referral agencies (CCR&Rs), State Networks, and state administrators. The findings create a snapshot of CCR&R services. For example, during the survey year, agencies recruited more than 19,928 new providers, and CCR&Rs trained more than 339,000 providers during that same time period. The survey also found that most CCR&Rs were funded with a mix of public and private funding and that there was a significant correlation between the receipt of public funding and the ability to leverage private funds.

The Carnegie Corporation of New York funded the study, with support from the American Express Foundation, the David and Lucile Packard Foundation, the Ford Foundation, and the Johnson & Johnson Family of Companies.

Three products are available from the study:

- *Making Child Care Work: A Study of Child Care Resource and Referral in the United States - Major Findings*
- *Making Child Care Work: Expanded Reports & Commentary*
- *Telling the CCR&R Story: Making Child Care Work*

*To learn more, contact: The National Association of Child Care Resource and Referral Agencies (NACCRRA), 1319 "F" Street, Suite 810, Washington, DC 20004, or call: (202) 393-5501, or e-mail:* **HN5602@handsnet.org**

# What Child Care Research Tells Us About . . .

## Compensation and Training

Research has shown that training, career development, and adequate compensation for providers are crucial components of quality care and education for children.

The *National Day Care Study* (1979), concluded that higher quality centers employed staff with child related training. *The National Child Care Staffing Study (NCCSS)* (1990), confirmed that experience was insufficient professional preparation: staff provided more sensitive and developmentally appropriate caregiving if they had more years of education and received college level early childhood training. More recently, the *Cost, Quality and Child Outcomes Study* and the *Study of Quality in Family Child Care and Relative Care* confirmed the relationship between education and training and competence on the job.

In addition to formal education and training, adequate compensation is a critical issue. Child care work remains one of the lowest paid occupations. According to the *Cost, Quality and Child Outcomes Study*, "teachers' wages, their education and specialized training were the most important characteristics that distinguish poor, mediocre, and good-quality centers." The *NCCSS* also identified staff wages as the most important predictor of the quality of care children receive. Better quality centers paid higher wages, hired educated and trained teachers, and experienced lower turnover. Staff earning the lowest wages were twice as likely to leave their jobs as those earning higher wages. Similarly, in family child care, higher income is associated with longevity in the field.

Children thrive when they receive care from consistent, skilled caregivers. Education and training are essential to prepare those who care for children; adequate pay is necessary to attract and retain them.

**For more information see:**


Helburn, S.W., Ed. (1995). *The Cost, Quality, and Child Outcomes in Child Care Centers Technical Report.* Denver: Department of Economics, Center for Research in Economic and Social Policy, University of Colorado at Denver.

Kontos, S., Howes, C., Shinn, M., and Galinsky, E. (1995). *Quality in family child care and relative care.* New York: Teachers College Press.

Whitebook, M., Howes, C., and Phillips, D.A. (1990). *Who cares? Child care teachers and the quality of care in America. Final Report of the National Child Care Staffing Study.* Oakland, CA: Child Care Employee Project. (Now available from the National Center for the Early Childhood Work Force - NCECW).

Whitebook, M., Phillips, D., Howes, C. (1993). *National child care staffing study revisited: Four years in the life of center-based child care.* Oakland, CA: Child Care Employee Project. (Available from NCECW).


*To learn more, contact Marcy Whitebook, Senior Research Policy Advisor for the National Center for the Early Childhood Work Force, at: (202) 737-7700.*

## Family-Centered Child Care

A strong partnership between families and child care programs has the potential to enrich a child's development through consistent and developmentally sound care. It can reduce stress for the family and the provider while it offers support that enables parents to work well and to parent well. As programs strive to build partnerships, both family and center-based child care will need to incorporate family supportive principles and practices.

A study by the Harvard Family Research Project of thirteen exemplary child care programs suggests that quality criteria should focus on program culture, relationships and services.

**Culture.** This refers to a program's orientation, norms and attitudes towards parents and other adults who are significantly involved in a child's upbringing. Programs have a clearly expressed policy of respecting families, encouraging their participation, and soliciting their input for program improvement.

**Relationships.** A healthy relationship strives toward mutual respect and trust. Parents and providers communicate regularly to share childrearing views and information about a child's development.

**Services.** Child care programs respond to parents' needs through on-site services or access to community resources, such as early intervention services, emergency assistance, and social services.

The purpose of the study is to examine family-centered practices in a variety of child care settings in order to develop a set of guiding principles and criteria for a family-centered approach, and to develop a framework for training providers to adopt family supportive practices. *The Family Support and Child Care Study* will be released in two volumes: a set of analytic papers in winter 1997, and a set of training frameworks and resources in fall 1997. Funding for the project is provided by the Francis Families' Foundation and the Ford Foundation.

*For more information, contact M. Elena Lopez, Associate Director of the Harvard Family Research Project, at: (617) 496-4304.*

**To learn more about Family-Centered Child Care,** see "Creating Family-Centered Child Care Programs," an article excerpted from the Child Care Bureau's Leadership Forum on Promoting Family-Centered Child Care, which was published in the Spring 1996 *ERIC/EECE Newsletter*. This free publication is available from the ERIC Clearinghouse on Elementary and Early Childhood Education at: (800) 583-4135.




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# National Center Brings Research to the Child Care Community

Through a cooperative agreement with the Office of Educational Research and Improvement in the U.S. Department of Education, the National Center for Early Development and Learning (NCEDL) has been established at the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill. The NCEDL's efforts are aimed at boosting children's intellectual and social development through sustained research and initiatives that address issues of national significance. The initial focus will be on three major themes in early childhood:

1) **Quality in Child Care:** building on earlier studies to investigate factors linked to high quality child care, including child care for children with special needs.

2) **Transition:** examining the process and related factors for an effective transition from child care to school.

3) **Ecological Intervention for Children at Risk:** studying models of intervention for children at risk of failure to thrive, low literacy, or early onset of aggressive behavior.

## Research and Partnership

The Center will link research activities to the early childhood work being done by other groups and organizations and will collaborate with parents, practitioners, early childhood researchers, and policymakers.

One of the Center's activities will be a series of annual conferences to study early childhood issues. The Center will also conduct a series of surveys to address targeted areas: kindergarten transition, barriers to providing quality child care, and professional development. The research conducted will generate knowledge about the ways in which individual, program, and systems variables interact and influence programs and services.

## Information Dissemination

Providing information to those who have direct daily contact with young children and those who make decisions about how programs operate is a priority for the Center. In addition to books and research articles, other activities are underway:

➨ Fact sheets and short bulletins summarizing literature reviews and studies will be disseminated through existing early childhood and family-oriented newsletters.

➨ Collaboration with national organizations having large-scale dissemination and educational networks will ensure that information reaches a large, diverse audience.

➨ A World Wide Web page is under development. It will provide practical early childhood information and links to similar sites.

➨ Press releases and articles in popular magazines will acquaint families with the work of the National Research Center.

*For more information, contact Pam Winton, Director of Publications and Dissemination at the National Center for Early Development and Learning, at: (919) 966-7180.*

## National Head Start Fellows Begin First Program Year

Ten members of the first class of National Head Start Fellows began the program year in September 1996. Fellowship awards were announced during Head Start's Third National Research Conference last June. Recipients will spend a year as special assistants to senior managers, policy makers, educators, and researchers within the Department of Health and Human Services. The Fellows were selected through a national competition, on the basis of professional accomplishments and leadership potential in early childhood education and family services, including child care.

In addition to their work, the Fellows take part in educational and professional development programs. Attending regular colloquia will enable them to explore issues with senior government officials, prominent scholars and researchers, and innovative early childhood program practitioners. Each Fellow will also have a mentor within a national organization involved with children and families. At the end of the year, most Fellows will return to their former positions and will be more experienced in decision making at the national level.

The Council for Early Childhood Professional Recognition is administering the program on behalf of the Head Start Bureau.

**Applications for 1997-1998 Fellowships are being accepted through December 31, 1996.**

*To receive an application, or to obtain additional information, contact: The Council for Early Childhood Professional Recognition, 1341 G Street, NW, Suite 400, Washington, DC 20005-3105, or call: (202) 265-9090 or: (800) 424-4310.*

*With each issue, the* Child Care Bulletin *highlights resources available to the child care community. We encourage providers, parents, administrators, and other readers to share knowledge of what is available so that we may pass it on to the field.*

## Publications

➢***Children and Welfare Reform: Highlights from Recent Research***
Ann Collins, Stephanie Jones, and Heather Bloom

This publication summarizes what is known about children and welfare reform. It includes information on research studies on children and parents in poverty, studies of program models likely to have direct implications for children, and outcome evaluations of welfare-to-work programs that show how they affect children. (Available for $10 from the National Center for Children in Poverty, Columbia University School of Public Health, 154 Haven Avenue, New York, NY 10032, or call: (212) 927-8793, fax: (212) 927-9162, or send an e-mail message to: **ejs22@columbia.edu**).

➢***National Incidence Study of Child Abuse and Neglect***
Department of Health and Human Services

This survey, designed to estimate the actual number of abused and neglected children in the United States, including cases not reported to child protective services, estimates that child abuse and neglect nearly doubled between 1986 and 1993. The survey also looks at the incidence of maltreatment in relation to family income, demographics, and other variables. (Free publication, available from the National Clearinghouse on Child Abuse and Neglect at (800) 394-3366).

➢***Beyond the Blueprint: Directions for Research on Head Start's Families***
Board on Children, Youth and Families

A report regarding family-focused research directions as discussed by the Roundtable on Head Start Research in September, 1994. It reviews options to link Head Start research to other fields and ensure that efforts produce effective and relevant data. (Available for $17 from National Academy Press at: (800) 624-6242).

➢***Regulation-Exempt Family Child Care in the Public Subsidy Context: An Exploratory Study***
Child Care Law Center

This document assists in formulating a rational policy framework for regulation exempt family child care as it relates to the child care subsidy system. It has recommendations for administrators, resource and referral services, researchers, federal and local governments, and foundations. (Available for $35 from the Child Care Law Center, 22 Second St., 5th Fl., San Francisco, CA 94105, or call: (415) 495-5498).

➢***The JOBS Evaluation: How Well Are They Faring? AFDC Families with Preschool-Aged Children in Atlanta at the Outset of the JOBS Evaluation***
Prepared by Manpower Demonstration Research Corporation for DHHS and the Department of Education

This report describes the experiences and characteristics of AFDC mothers and their preschool-aged children in one of three sites in Georgia. The report is of a child-focused study being conducted as part of a larger Job Opportunities and Basic Skills Training (JOBS) Evaluation. (Free report, available by contacting Ethel Norris, Office of the Assistant Secretary for Planning and Evaluation (ASPE), at: (202) 690-6809, or fax: (202) 690-6562. An executive summary is available by selecting "children and youth policy issues and programs," from the ASPE web site at: **http://www.aspe.os.dhhs.gov**).

➢***Working Toward Making A Career Of It: A Profile of Career Development Initiatives in 1996***
Sheri Azer, Karen Capraro, and Kimberly Elliott

This report contains survey results regarding state career development initiatives, trends, issues and challenges. (Available for $15 from The Center for Career Development in Early Care and Education at: (617) 734-5200, ext. 211).

➢***Child Care and Employment Turnover***
Sandra Hofferth and Nancy Collins

This paper examines how the availability, cost, quality, stability, and flexibility of child care arrangements influence the probability of job exits for mothers. The study utilizes data from *The National Child Care Survey 1990* and *The Profile of Child Care Settings* to explore the effect of children and child care on job stability. (No cost for executive summary and full paper. Write to: Sandra Hofferth, Institute for Social Research, University of Michigan, Ann Arbor, MI 48106-1248, or e-mail: **Hofferth@umich.edu**).

**The publications listed below are available from the Children's Defense Fund, 25 E Street, NW, Washington, DC 20001, or call the CDF Publications Department at: (202) 662-3652.**

➢***State-by-State Investments in Child Care and Early Education, 1994 (preliminary title)***
Gina Adams and Nicole Oxendine Poersch

The report examines state and federal funding for child care, prekindergarten, and Head Start services in states in 1994. It examines the relative financial commitment of each state, the total child care and early childhood resources available in each state, and the implications of these data for helping families work and children develop to their full potential. (Available fall 1996).

➢***State Child Care Policies and Low-Income Families, 1994 (preliminary title)***
Gina Adams and Nicole Oxendine Poersch

This report provides state-by-state information on child care policies for 1994, including data on eligibility, sliding fee scales, and reimbursement rates and policies. It discusses the implications of these policies as states implement new welfare initiatives. (Available late winter 1997).

➢***Understanding the State's Role in Helping Parents Pay for Child Care (preliminary title)***
Gina Adams and Nicole Oxendine Poersch

This report provides an introduction to how states design their child care subsidy systems that help parents pay for child care. It covers issues such as key decision points, funding sources, different policy decisions, and the implications of various policies for families. (Available summer 1997).

**The following publications were prepared for the Child Care Bureau by the**

**National Child Care Information Center**
**301 Maple Avenue West, Suite 602**
**Vienna, VA 22180**
**or call: (800) 616-2242**
**fax: (800) 716-2242**
**TTY: (800) 516-2242**
**or e-mail: *agoldstein@acf.dhhs.gov***

**They will also be available soon on NCCIC's World Wide Web site at:**
***http://ericps.ed.uiuc.edu/nccic/nccichome.html***

➢***Report on the Activities of the States Using Child Care and Development Block Grant Quality Improvement Funds***
Danielle Ewen and Anne Goldstein

This report is an overview of the projects funded in the states using the funds set aside in the CCDBG for quality improvement and supply building activities. The report contains nine sections which include activities funded and project descriptions and funding information from several states. The topic areas discussed focus on the development of systems, such as those for professional development, child care resource and referral agencies, and family child care networks. Initiatives to leverage funds, support state licensing activities and for consumer education are also included.

➢***NCCIC Internet Guide: How to Access Child Care Information on the Internet***
Ray Collins, Anne Goldstein, Danielle Ewen, and Gail Rayburn

A guide developed primarily for use by state, tribal, and territorial child care administrators. The focus is on child care information and resources on the Internet that are potentially helpful to users within the child care community. The guide includes information on 72 Home Pages available on the World Wide Web.

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Internet access to the National Child Care Information Center:

- World Wide Web:
  ***http://ericps.ed.uiuc.edu/nccic/nccichome.html***
- Gopher: ***ericps.ed.uiuc.edu***
  then select menu item for NCCIC.

**Olivia A. Golden**, Acting Assistant Secretary, Administration for Children and Families

**Michael Kharfen**, Director, Office of Public Affairs

**Joan Lombardi**, Associate Commissioner, Child Care Bureau, Administration on Children, Youth and Families

Internet access to ACF and the Child Care Bureau:

***http://www.acf.dhhs.gov***

***http://www.acf.dhhs.gov/ACFPrograms/CCDBG/index.html***

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## Next Issue:

# Child Care in Native American and Alaskan Native Communities

*Please send articles or ideas for future issues to the Editor,* **Child Care Bulletin.**

*Please circulate or photocopy the* **Child Care Bulletin** *for maximum distribution*

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# CHILD CARE BULLETIN

Child Care Bureau | November/December 1996 • Issue 12


# Celebrating Child Care in Tribal Communities

The Personal Responsibility and Work Opportunity Reconciliation Act (PL 104-93) and the Child Care and Development Block Grant Amendments of 1996 provide an opportunity for expanding child care services and systems that serve tribal communities. Tribal child care funds have increased from $27.75 million in FY 1996 to $59 million in FY 1997.

Supporting families is critical to their success. Whether it is provided through extended family networks, family child care homes, or center-based programs, quality child care is at the core of a system that supports families. Joan Lombardi, Associate Commissioner of the Child Care Bureau, recently said, "As communities rich in tradition, and with a firm belief in the resiliency and strength of families, tribal nations emphasize the importance of nurturing childrens' growth and development in ways that build pride in their heritage. With this issue of the *Child Care Bulletin*, we celebrate child care in Native American and Alaska Native communities and re-dedicate ourselves to ensuring that all children in tribal child care programs receive safe and healthy care."

The Child Care Bureau is supporting several activities related to strengthening child care systems in tribal communities:

➢The National American Indian/Alaska Native Child Care Conference meets annually and includes representatives from 507 tribal child care programs to focus on leadership and management issues. More than 340 participants attended this year's conference, held in Denver, Colorado, August 4-7. The theme, *Networking: Investing for Future Generations*, focused on linkages, communication, and using technology to enhance service delivery. The conference featured partnerships with organizations, such as the National Indian Child Care Association (NICCA), North West Indian Head Start Association (NWIHSA), and the Administration for Native Americans (ANA). It provided new training opportunities and informed participants of current policies, trends, and legislation affecting programs and child care service delivery systems.

➢Collaboration with the ANA has provided new funding for training on health and safety in child care. The American Indian Higher Education Consortium (AIHEC) will promote collaboration in selected communities with member colleges and child care programs.

➢The FirstNations electronic discussion group uses e-mail to promote communication among child care grantees and federal partners.

➢A Tribal Information Workgroup meets quarterly to provide input on tribal administrative issues.

➢Regional technical assistance visits to tribes are planned for 1997, along with regular audioconference calls to address tribal child care issues.

This edition of the *Bulletin* examines child care initiatives in tribal communities. It includes information about the Child Care and Development Fund (CCDF) and describes strategies for promoting tribal and state collaboration in delivering child care services.

Working together, we can provide safe, healthy, affordable child care that supports children, families, and communities in tribal nations.


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Administration for Children and Families
Administration on Children, Youth and Families
Child Care Bureau



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## Child Care in Native American and Alaska Native Communities

# Child Care and Development Fund Impacts Tribes

The President signed the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PL 104-93) on August 22, 1996. The new law consolidated the four major child care programs into a revised Child Care and Development Block Grant program, now known as the Child Care and Development Fund (CCDF). The new program will assist low-income families and those transitioning off welfare to obtain child care so they can work or attend training or education programs. By bringing the four child care programs together, the CCDF allows states and tribes to design a comprehensive, integrated service delivery system that meets low-income working families' needs.

Subsidized child care services will be available to eligible parents through certificates or contracted programs. Parents may select any legally operating child care provider. All providers funded by the CCDF must meet basic health and safety requirements set by states and tribes. These must address prevention and control of infectious diseases; current immunizations; building and physical premises safety; and minimum health and safety training.

The CCDF provides increased funding for tribal child care and includes significant policy changes that will impact tribal programs.

### Increased Child Care Funding

The new law sets aside between one percent and two percent of the total funding under the CCDF for tribal child care programs. The Secretary of HHS used her authority to allocate the full two percent for tribes in FY 1997. As a result, funding available to tribes has increased from $27.75 million in FY'96 to $59 million in FY'97. Given the consolidation of programs under the CCDF and this increase in funds, tribes and tribal organizations will have expanded responsibility for providing child care to low-income working families, including those participating in JOBS or the Temporary Assistance for Needy Families (TANF) program. However, Indian children will still have dual eligibility for state and tribal child care programs.

### Child Care Standards

The new law added a requirement that the Secretary of HHS, in consultation with tribes and tribal organizations, must develop minimum tribal child care standards that appropriately reflect tribal needs and available resources.

### Construction or Renovation of Facilities

The new law gives the Secretary of HHS authority to allow tribes or tribal organizations to use program funds for construction or renovation purposes as long as those expenditures will not result in a decrease in the level of child care services from that provided by the tribe or organization in the previous year. HHS will develop uniform procedures for the consideration of requests to use funds for this purpose.

### Reallocation of Funds

The CCDF includes a provision that gives the Secretary of HHS authority to reallocate any portion of tribal set-aside grants to other tribes or tribal organizations if she determines that the funds are not being used in a manner consistent with the statute and time period for which the grant is made available.

*To learn more, contact the Child Care Bureau at: (202) 690-6782.*

## 1997 ACF Conference:

The Child Care Bureau is sponsoring the fourth annual National American Indian/Alaska Native Child Care Conference at the Radisson Hotel in St. Paul, Minnesota, April 27-30, 1997.

The conference will provide a forum for discussing issues such as welfare reform and highlighting promising initiatives in several areas, including child care and Head Start collaboration. The conference will also address leadership issues and long range planning for child care, as well as the common challenges that face Native American and Alaska Native communities, children, and families.

*For more information, contact Pattie Howell, Child Care Technical Assistance Project, at: (202) 639-4465, or Roger Iron Cloud, Child Care Bureau, at: (202) 690-6244.*

## Proposed Self-Certification Process for Tribal Child Counts

The Administration on Children, Youth and Families published a notice of proposed change in data source used to determine tribal child counts on October 25, 1996 in the Federal Register, Vol. 61, No. 208, on page 55305. The notice announces the *Proposed Self-Certification Process for Tribal Child Counts Used to Calculate Tribal Allotments Under the Child Care and Development Block Grant.* This will afford tribes the opportunity to select a data source or utilize a method for counting tribal children that accurately reflects the child population.

*For more information, contact the Child Care Bureau at: (202) 690-6782.*

# Cooperative Agreements Promote Tribal and State Coordination

In the area of child care licensing services, several tribes and states have found benefits in working together to coordinate standards, provider training, and site monitoring activities. The Cherokee Nation of Oklahoma, Muscogee (Creek) Nation, and Choctaw Nation of Oklahoma, are among the tribes working with the state Department of Human Services Office of Field Operations to coordinate activities, share work responsibilities for visiting dual licensed child care facilities, and share client information regarding child care assistance.

Similarly, the Navajo Nation has a process by which to arrive at intergovernmental agreements with Arizona, New Mexico, and Utah regarding coordination of child care program policies, operating procedures, and standards. The process involves interactive review and comment by the state child care offices, then a final draft is presented to the Tribal Oversight Committee.

Tribal nations may oversee child care programs in a manner similar to a state, or they may opt to implement more stringent requirements. For instance, the Leech Lake Tribal Council in Minnesota licenses child care programs every two years, the same as the state does. The tribe requires annual monitoring visits. The state requires monitoring visits every two years as a part of the licensing renewal process.

Cooperative agreements among tribal nations and states in the area of child care improve communication and coordination of services, and can maximize limited resources. For example, a tribe and state may both require three monitoring site visits annually. They may arrive at a mutual arrangement to have the state licensing worker perform two visits and the tribal monitoring coordinator perform one visit, and then share copies of the monitoring records. The Choctaw Nation of Oklahoma is using this method on a trial basis, coordinating with the state licensing office. Sharing resources for training is another way that tribes and states can maximize their efforts. For instance, the state accepts the training that the Cherokee Nation of Oklahoma provides for center directors, and the state also supplies training for the tribe's child care providers.

The key elements of the cooperative agreement between the Cherokee Nation Child Care Licensing Program and the Oklahoma Department of Human Services Office of Field Operations include:

- the purpose and legal basis for the agreement;
- agreement to share appropriate information and maintain standards of confidentiality;
- sharing monitoring responsibilities, exchanging case documents, and coordinating any investigations;
- a plan to meet regularly to enhance coordination; and,
- mutual agreement on any media and technical information releases.

*Contributing to this article:*

- *Judy Collins, Licensing Coordinator, Oklahoma Department of Human Resources*
- *Tamie Finn, Child Care Services Coordinator, Leech Lake Tribal Council*
- *Laurie Hand, Director, Child Care and Development Services, Cherokee Nation of Oklahoma*
- *Michelle Holloway, Child Care Director, Choctaw Nation of Oklahoma*
- *Albert Lang, Director, Block Grants and Special Projects, Navajo Nation*

## *Making It Happen . . .*

### Wisconsin Inter-Tribal Early Education and Child Care Coordinating Council

Funds from a foundation and the State Office of Child Care are helping to strengthen child care systems for tribal families. The Bremer Foundation funds projects in Northwestern Wisconsin and was instrumental in starting the Wisconsin Inter-Tribal Early Education and Child Care Coordinating Council in 1988. The Council members, from 11 tribal nations located in Wisconsin, are those who work with their tribe's child care system. The project is administered by the Wisconsin Child Care Improvement Project, a collaboration of stakeholders in child care that provides technical assistance in organizational start up activities.

Funds from the Bremer Foundation and the state will be used to build strong communication links to apprise council members of activities and decisions affecting child care systems for tribal families. They will also be used to build leadership and technology skills, and to increase capacity to address the need for child care under Wisconsin's welfare reform program known as "W2." A Tribal Child Care Specialist has been hired to carry out the tasks associated with the project, including information dissemination and facilitating meetings and training sessions.

*To learn more, contact Mary Van Den Heuvel, Executive Director, Wisconsin Child Care Improvement Project at: (414) 336-8868, or Sandy Kolodziejski, Chair of the Wisconsin Inter-Tribal Early Education and Child Care Coordinating Council, at: (715) 682-7134.*

# The Birth of a Center: Planning for Facilities Development

*Julie Mitchell Quaid*

The Warm Springs Confederated Tribes in Central Oregon completed construction of a 46,000 square foot Early Childhood Education Center in May 1992. The facility holds an Infant Care Center, school-age program, Head Start, and early intervention and early childhood special education programs. The center is licensed by the state for 400 children and employs nearly 100 full and part time staff.

The original plan was for a comprehensive learning center, but in 1989, the plan was revised to a facility specifically for early childhood programs. The initial planning stages involved hiring an architectural firm. Through this experience, we learned the importance of hiring a firm that will listen to ideas, needs, and suggestions and reflect them in the floor plans. An architect who understands the culture, is familiar with your values, and honors requests is invaluable in building a facility that meets your needs.

The architectural firm visited the existing facilities and analyzed program activities. The goal was to identify the current practices that worked well, the practices that could be enhanced by an improved facility, and specific aspects of design that would help to better meet the needs of children, teachers, parents, and staff. As the plans took shape, teachers and staff were involved in program analysis, reviewing facility plans and making suggestions for improvements. An analysis of facility requirements was completed by the architect. This included plans to meet requirements for the Americans with Disabilities Act (ADA), and certification and program requirements, such as Head Start Performance Standards, sanitation, playground, and fire safety.

Additional planning included estimating the changing demographics of the reservation community. This involved determining the birth rate, projecting the birth rate by age of population, and estimating classroom needs based on this information. This was the method used to project the future need for services and to plan ahead for either growth or reduction in demand.

A tribal referendum was held and tribal members overwhelmingly approved $1.125 million for the project and granted permission to borrow the remainder. Ten year bonds were issued, resulting in an annual debt service of $470,385, which is included in the annual tribal budget. The final cost of the facility was $4.5 million, which was lower than an initial bid of $5.3 million. The operational and maintenance costs of the facility are primarily funded by the tribal government. Very little of the maintenance costs are included in the program budgets, which are comprised of federal, state, and tribal funding sources.

### Choosing Whether to Centralize Child Care Services

One of the earliest decisions to be made when planning for facilities is whether to build one large center, or more than one smaller center, to meet the needs of the community. Making the choice to centralize services is beneficial for families who prefer "one stop" child care. Programs that are centrally located offer continuity of care as the child gets older and reduce difficult transitions. Providing child care services in such a setting can be more cost effective because the cost of care is absorbed by multiple funding streams.

A benefit of centralizing staff is the ability to conduct training in a mixed group of providers, such as school-age, preschool, and infant care, as well as across competency areas such as nutrition training or inclusion. Additionally, providing more opportunities for interaction has improved staff relations and increased the professional appreciation for each other's responsibilities.

Centralizing services does not necessarily provide flexibility in providing drop-in care or care during non-traditional hours. The numbers of families needing these services are smaller and may fluctuate daily. The costs and logistics of keeping a large facility open for these purposes may prove to be impractical. A smaller "satellite center" could be more economically feasible in meeting such needs.

### Design Options and the Value of Experience

After seeing the facility through its completion and providing services for four years, we recognize that there are some design features that might have been improved had they been planned differently. For instance, storage space is always in demand. It is wise to plan to have more storage space than you think is needed. With the benefit of hindsight, we also found that the preschool bathroom design could have been improved in some areas, and that a covered outside play area would have provided an alternative to the playground in differing weather conditions. Other important considerations to be mindful of during planning include facility security and limiting access to outside play areas.

The center offers many programs that help to meet the changing needs of families in the tribal community.

*Julie Mitchell Quaid is Director of Early Childhood Education for the Confederated Tribes of Warm Springs. To learn more, contact Julie at: (541) 553-3241.*

## Child Care Facility Loans in Rural Communities

The Rural Community Assistance Corporation (RCAC) works to improve the quality of life for rural communities through partnerships, technical assistance, and access to resources. RCAC serves rural areas, tribal communities, and agencies in 12 states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, and Washington.

The RCAC is one of 31 organizations nationwide to receive Community Development Financial Institutions (CDFI) funds from the U.S. Treasury to support a national network of financial institutions that finance community development.

Since 1988, the RCAC Loan Fund has acted as an intermediary to provide innovative solutions to the financing needs of rural communities. Previously, most borrowers have been nonprofit agencies engaged in the development of low-income housing. Through a recent grant from MetLife Foundation, RCAC has developed plans for expansion into child care facilities financing for low-income rural communities throughout the west.

RCAC recently received grants from the Packard Foundation and the National Association of Community Development Loan Funds to complete the underwriting criteria and begin lending. RCAC will lend to nonprofit child care providers for facility development, purchase or renovation. RCAC plans to lend for pre-development expenses and to partner with other institutions, such as USDA community facilities programs or secondary market programs, for construction and permanent financing.

*For more information, contact Rod Marshall, Loan Officer, Rural Community Assistance Corporation, at: (916) 447-9832, ext. 142.*

# Child Care Initiatives Across the Country

## Alaska Native Communities: Child Care From Village to Borough to City

Alaska Natives are as diverse in their heritage and culture as any other groups in the country. There are numerous distinct cultural communities within the more generally phrased groupings of "Indians," "Eskimos," and "Aleuts." Within this microcosm of varied cultures, geographical settlements, and economies, Alaska Native communities exist in more than 200 village corporations and 13 regional corporations, as well as in boroughs and cities. These circumstances often require that organizations providing services for children and families operate in an atmosphere of cooperation, interdependence, coordination, and flexibility in service delivery.

Each locality presents its unique challenges and opportunities in helping parents access child care assistance and find quality care, and in helping providers access needed resources and support. The Aleutian Pribilof Islands Association, Inc. serves the child care needs of the villages at the end of the Alaska Peninsula and in the islands which jut out into the Pacific Ocean and Bering Sea. Through CCDBG support, Tribal Family Service Assistants are recruited from within villages and trained to work with parents and providers. Their training covers a variety of topics, including child growth and development, health and safety, early intervention assessment, teen pregnancy, at-risk populations, emergency assistance, and child welfare. The program provides support for child care in ways that are as unique as the communities it serves. The program's services can range from assisting grandmothers that are providing child care on the small island of Saint George in the Bering Sea, to helping two women locate renovation funds for a child care center in Sand Point, a village with a large commercial fishing operation on Popof Island in the Pacific Ocean. The most distant island which is currently served by the program is Atka, more than 1,000 miles from the program's main office, which is based in Anchorage.

By contrast, the Cook Inlet Tribal Council, Inc. (CITC) serves a large urban Alaska Native and American Indian community. Through coordination with the CCDBG program that serves the municipality of Anchorage, the two programs were able to help families that needed child care services. The waiting list for services at CITC was long, and the municipality of Anchorage had a few vacancies for clients to fill their roles. They worked together, training the staff from CITC in the eligibility policies and process for the municipal Anchorage program. Those who qualified for services under the municipal criteria were able to receive services right away through the Day Care Assistance Program in Anchorage.

*To learn more about child care services in these Alaska Native and American Indian communities, contact either Karen Gonné-Harrell, Tribal Family Service Assistants Supervisor, Aleutian Pribilof Islands Association, Inc., at: (907) 278-2700, Gloria Nothstine, Director of Human Resources, Cook Inlet Tribal Council, Inc. at (907) 265-5964, or Delores Jones, Senior Family Service Counselor, Day Care Assistance Program, Anchorage, at: (907) 343-6703.*

## White Earth Reservation: Family Child Care During Non-Traditional Hours

The White Earth Reservation Child Care Program, located in northern Minnesota, operates under the auspices of the White Earth Tribal Council. The program began in 1991 through CCDBG funding. There are two components: the Child Care Assistance Program, and the Child Care Licensing Program.

Since there are no child care centers located on the White Earth Reservation, the Child Care Program works to recruit in-home child care providers. Although there are licensed family child care providers geographically dispersed on the reservation, most have offered child care services only during the traditional work week of Monday through Friday, 6:00 am. to 6:00 pm. More recently, the opening of the Shooting Star Casino and Hotel, along with some private businesses that operate three working shifts, has caused a dramatic increase in the need for non-traditional or "odd-hour" child care.

To address this need, the White Earth Reservation Child Care Program initiated a mini-grant program through a service development grant from the state of Minnesota, and continued funding from the Tribal Council. The goal of the grant is to recruit providers who will offer child care during non-traditional hours throughout the White Earth Reservation. With this additional funding, the Child Care Program offers financial assistance to tribally licensed providers.

The basic objectives for the grant are to:

- Recruit child care providers who will offer child care services in the evening, at night, on weekends, and on holidays;
- Increase the overall number of licensed Indian child care providers on the White Earth Reservation within the next three years; and,
- Supply financial assistance to family child care providers through mini-grants to expand or improve their program.

Child care providers may use the mini-grants to purchase equipment such as rollaway beds, cribs, play equipment or high chairs. By accepting a mini-grant, the provider agrees to stay in the child care business for at least three years. If a provider closes his or her program before that time, the provider agrees to return the equipment (if returnable and in good condition) or reimburse the program for the amount of the mini-grant.

A small portion of the project funds will also be utilized for direct recruitment efforts, including newspaper advertisements and informational materials such as color posters and brochures.

*For more information, contact Barb Fabre, Child Care Coordinator, White Earth Reservation Tribal Council, at: (218) 473-2141.*

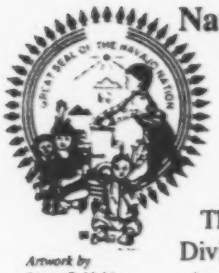
## Oneida Indian Nation of New York: Creating a Children's and Elders' Center

The Oneida Indian Nation is constructing a facility that will address the needs of the Nation's elders and young children. The idea for the Ray Elm Children's and Elders' Center arose from assessing the needs of the Nation's Members. The elders requested an increase in the number of available services and a place where they could participate in more activities that would boost their socialization and their productivity. The child care center within the facility will address the growing need for safe and affordable, high quality, culturally sensitive child care for Members who work. One of the activities of the program is to teach the Oneida language to the children.

Oneida tradition has played a large role in the facility, designed by nationally-known Native American architect, Douglas Cardinal. He describes the structure as a sort of "21st century Longhouse." As in a Longhouse, the central section of the building faces true North, with entrances on the east and west sides. Inside, the focal point is a gathering place in the building's center that features a skylight, fire pit, and symbols of the Nation's three clans: Bear, Turtle, and Wolf. There, elders and children can gather in a place of tradition.

In addition to the child care center, the facility will have a 250 seat dining room and a kitchen area that will allow the Nation to increase its meals program to five days a week. The Children's and Elders' Center will also house a variety of crafts, programs and activities. It has a stage, woodshop, pottery room, sewing room, and arts and crafts area for oil painting, beadwork and basketry, along with recreational facilities.

All of the center's features are thoughtfully designed to bring back together the Nation's voices of experience. The center conveys to the elders that they are a vitally important link in the chain of the Oneida Nation. It honors the elders and Oneida's future generations.



*Artwork by Leroy C. Mullins*

## Navajo Nation: Designing Automated Systems

The Navajo Nation Division of Social Services has CCDBG programs in five agencies throughout the Navajo Reservation, which is largely located in northeast Arizona, and has land that extends into New Mexico and Utah.

Due to the large number of families that apply for child care assistance, the Navajo Nation developed an automated management system. The computer program is tailored to address specific reporting needs and also to serve as a case management tool for the CCDBG Coordinator. All client information is entered into several relational databases and then sorted for reports, analyses, case management, and payments to child care providers. The automated program allows for data analysis based on specific dates for reporting statistics. It also has the capacity to filter a query by age, city, or other specified data field. The system is also capable of printing the statistics portion of the CCDBG ACF 700 form for reporting to the federal government. The software used to develop the database system is FoxPro on a Windows 95 operating system.

This system will eventually link with other Navajo Nation Division of Social Services database systems to facilitate cross referencing with other types of assistance available to clients. This could serve as a referral system capable of sharing information electronically with other assistance programs, and eliminate the need to re-enter client information.

*For more information, contact Sam Namoki, Computer Programmer, Navajo Nation Division of Social Services, at: (505) 368-1182, or e-mail at:* **snamoki@juno.com**

## Pueblo of Laguna: Early Childhood System of Care

*Artwork by Chris Luther from The Most Precious Gift*

Located west of Albuquerque, New Mexico, the Pueblo of Laguna is comprised of six villages among the foothills along old Route 66. To help preserve Laguna culture and tradition, this rural community established its own educational system in 1992. The Division of Early Childhood in the Laguna Department of Education sponsors the Laguna Interagency Coordinating Council (ICC) for Young Children, which includes 17 agencies that serve families.

The ICC coordinates services through a "System of Care" for children birth through five years old. All services must be child-centered, coordinated, family-focused, culturally appropriate, integrated, community-based and comprehensive. The System of Care is a seamless service coordination model with the child and family at its center. Services include annual village-based "Child Find Services" which provide comprehensive screening in development, nutrition, health, vision, dental, and hearing. This process helps to educate the community and identify children who may qualify for early intervention services. Also, monthly Baby Basics classes are held for new and expectant families. The System of Care also includes educational services, such as child care programs, Head Start, schools, assessment and placement services, as well as parent support training, health, mental health, and social services.

The ICC has supported the research and publication of a booklet entitled, *The Most Precious Gift - Traditions of the Laguna People*. The booklet describes some of the traditional practices of the Laguna people regarding childbirth, child rearing, and child health. The ICC supports Laguna families in nurturing and educating their young children to grow to their full potential within traditional cultural values and beliefs. These beliefs are reflected in a message from Roland Johnson, Governor of the Pueblo of Laguna, in his forward to *The Most Precious Gift*: "Many children never reach their full potential. It is important for children to begin school with the essential support and self-worth needed to succeed. The first months and years of a child's life are the most critical to their development. Children who are raised in an atmosphere of love and acceptance learn to give back to others and to society as a whole. The answers to many of our problems lie in our family values and in how we parent and educate our children. The solution begins with families."

*To learn more, contact Rebecca Viers, Executive Director, Division of Early Childhood, Pueblo of Laguna, at: (505) 552-6467.*

> ***"Many children never reach their full potential. It is important for children to begin school with the essential support and self-worth needed to succeed. The first months and years of a child's life are the most critical to their development. Children who are raised in an atmosphere of love and acceptance learn to give back to others and to society as a whole. The answers to many of our problems lie in our family values and in how we parent and educate our children. The solution begins with families."*** – Roland Johnson, Governor of the Pueblo of Laguna

# Port Gamble S'Klallam Tribe Serves Infants and Toddlers

*Jacki Haight*

The Port Gamble S'Klallam Reservation, located in northwest Washington state, operated a Parent Child Center (PCC) under the Head Start American Indian Programs Branch (AIPB) until March 1996, when it became funded as an Early Head Start (E!tS) program.

The tribe's early childhood programs had outgrown their original building and Head Start funds from AIPB helped to construct a new facility on the reservation to accommodate expanded services to families with infants and toddlers. The construction of the building was a community spirited event. A committee of staff, parents, the tribal planner and administrator all participated in planning with a local architect. In August 1996, the new building's open house celebration included local politicians, the tribal community, and tribal leaders.

The new facility includes a parent resource and training room, equipped with computers and Internet access. Evergreen State College donated computer hardware to the program and has been a partner with the tribal education department in designing a reservation-based higher education program. Microsoft also donated software to the program.

Services to infants, toddlers, and their families are strengthened by partnerships with other resources on the reservation. The Tribal Health Center's maternal and child programs include the Supplemental Food Program for Women, Infants and Children (WIC) and a Washington state funded First Step program which supports mothers through pregnancy and follows their newborn's development through the first year of life.

Weekly parenting classes are offered through a partnership with the Indian Child Welfare Department. The curriculum is tailored to the parents' interests. Group sessions can range from learning about health and wellness, nutrition, filling out a job application and practicing job interviews, to reading native legends and learning about cultural history.

Parents have been involved in creating and managing a "parent store" at the center for obtaining items such as diapers, toilet paper, thermometers, and baby tylenol. Parents earn points for participating in activities, and the points translate into buying power at the store.

Relationships among the infant, the family, and the child care provider are important to quality care. Through activities and daily interactions at the center, young children are exposed to positive developmental experiences, including hearing the S'Klallam language for the first time. Group activity time provides special growth opportunities for children, mothers, fathers, grandparents, or other relatives to learn together.

Through the EHS program, the tribe will be able to provide families and children with much needed child care and parent support services. The S'Klallam people are a strong people who support and nurture each other, and their vision for their future generations.

*Jacki Haight is the Director of Early Childhood Programs for the Port Gamble S'Klallam Tribe. To learn more, contact Jacki at: (360) 297-6258, or e-mail at:* **PGHDSTRT@telebyte.com**

# Early Intervention and Care in Native American Communities

Finding effective ways to communicate and work in partnership with families can be challenging, but often rewarding, for child care and early intervention staff. The Frank Porter Graham Child Development Center at the University of North Carolina has designed a project to improve child care and early intervention services for families in Chatham County and for the Haliwa-Saponi Indian Tribe in Halifax and Warren counties. As one of three projects of national significance funded by a grant from the Administration on Developmental Disabilities and the Administration for Children and Families, this project provides training and technical assistance to professionals to help them work with children and families in more culturally appropriate ways. "Early intervention services for young children and their families should reflect cultural differences, be based on the needs of the family and local community, and show respect for the families," says Debra Skinner, researcher and cultural anthropologist. Skinner and her colleague, Virginia Buysse, co-direct the project.

In the project's first year, local community planning teams of parents, community leaders, child care professionals and project staff worked together to guide local training activities. They conducted parent and professional focus groups and held a forum to highlight the needs and resources of the tribal community. Since parental views about services are powerful catalysts for change, future training will concentrate on empowering Native American parents to tell their stories and become more effective public speakers. Other planned activities include linking professionals with resource materials such as books, videotapes, and inclusion strategies, providing training on cultural diversity, and presenting project activities at state and national conferences.

*For more information, contact the project's co-directors, Virginia Buysse, at: (919) 966-7171, e-mail:* **buysse.fpg@mhs.unc.edu**, *or Debra Skinner, at: (919) 966-4571, e-mail:* **skinner.fpg@mhs.unc.edu**

# Preparation Yields Quality Before- and After-School Program

*Stan Bienick*

Artwork by D. Wise

As anyone who has planted a garden knows, a bountiful harvest doesn't just happen. It requires careful planning, preparation, and follow through. Similarly, a quality before- and after-school program requires preparation. To get a program started:

**#1. Determine if the ground is fertile for growth: do a needs assessment.** Conduct a public hearing with school teachers, Head Start and Child Development Staff, parents, and school children to learn if the need exists for school-age care. It is vital that the community have input in establishing the program. This input accomplishes three things: it gives ownership of the program to the community; helps to identify "latchkey" children, and helps to recruit potential volunteers.

**#2. Is the harvest economically feasible? How will you pay for the new program?** Consider if the program will use state subsidies, parents fees, employer assistance, grants, CCDBG, or other funds. Get assistance with budgeting and be sure the program can run on these resources.

**#3. Where could the program grow best?** Will it be in a school, church, child care center, or other facility? Check with state and tribal licensing agencies and find out what is required in such areas as building, room size, bathrooms, and playground size. If using another program's building, have a detailed Memorandum of Agreement in place.

**#4. Who will be the gardeners in your before- and after-school field?** This step is most critical: hire the right staff. Look for persons who can build relationships with the children, encourage them to have fun, and challenge them to learn. Establish minimum requirements for training, experience, and age. Check the licensing regulations again for compliance. Background checks and physical examinations are recommended for staff.

After you identify the need, secure funding for the program, find a location, and recruit the staff, what's next?

**#5. Go buy the tools to do the job.** The school-age program should be fun and challenging. It should enhance children's educational and social skills. The "garden" must be free of weeds of distrust, intimidation, disrespect, and indifference. Proper staffing and programming will make the difference.

**#6. Every good gardener has an almanac.** Have a detailed Parent Handbook that covers every contingency. From opening times to sick policies, cover everything a parent should know about your program.

The rest involves set up, public relations, and registration. Watch the fruits of quality preparation as the before- and after-school program gets rooted in the community, watered with professional care, weeded by constant evaluation, and produces a crop of healthy children. Quality preparation does work, even if you aren't a gardener.

*Stan Bienick is Executive Director for the Cherokee Center for Family Services, a Department of the Cherokee Boys Club, Inc., Eastern Band of Cherokee Indians. To learn more, contact Stan at: (704) 497-5001.*

# American Indian Higher Education Consortium Distance Learning Network

The American Indian Higher Education Consortium (AIHEC) Telecommunications Project is comprised of 30 tribal and Bureau of Indian Affairs (BIA) administered community colleges and universities in 12 states and Canada. These colleges foster educational opportunities for Native Americans and Alaska Natives in a place that promotes their cultural heritage. Many of the colleges are in remote areas.

The AIHEC Telecommunications Project aims to connect tribal colleges together in a seamless telecommunications system to maximize educational resources. It plans to be an educational network not only for the colleges, but to extend services to the communities as well. The project began in 1992, with a grant administered through the Department of Commerce. Through satellite technology, the AIHEC Distance Learning Network delivers telecourses and videoconferences for students, staff, and others in the community.

Thus far, the AIHEC Distance Learning Network has worked with one college to deliver telecourses on child-related topics. Most of the AIHEC colleges have an early childhood component, offering courses related to child development, or administering onsite child care programs. Many of the colleges do both, as the student population includes single parents, and child care services are essential to being able to attend classes.

*Gary Garrison, member of the Choctaw Nation of Oklahoma, serves as the Network Director on the AIHEC Telecommunications Project. For more information, contact Gary at: (402) 472-0498.*

# Healthy Child Care America Update: Sitting Bull College's Child Care Initiative

Sitting Bull, great leader and Chief during the late 1800's, once said, "Let us put our minds together to see what we can build for our children." This is the motto of Sitting Bull College, located on the Standing Rock Indian Reservation in North Dakota. One of its goals is to empower individuals and the community to create a safe and healthy environment so that children and families can achieve their highest potential.

Sitting Bull College is one of three tribally controlled colleges in the American Indian Higher Education Consortium (AIHEC) to receive funds from the Administration for Native Americans (ANA) to support the Healthy Child Care America Initiative (see "Healthy Child Care Update," *Child Care Bulletin*, January/February 1996). The other two colleges that have received technical assistance grants are the College of the Menominee Nation in Keshena, Wisconsin, and Northwest Indian College in Bellingham, Washington.

The Early Childhood Program at Sitting Bull College has evaluated and modified the curriculum for the two-year Associate of Science (AS) degree to meet Child Development Associate (CDA) requirements as well as the needs of the community. The program trains providers in basic topics, such as health, safety, CPR and first aid. Training sessions in cultural diversity have provided grandmothers an opportunity to be guest speakers on traditional Lakota/Dakota ways and the roles of the extended family.

Outreach, awareness, and consumer education contribute to building a healthier and safer environment for children. The college held an informal dinner to facilitate discussions about child care issues among tribal women. The dinner brought together mothers, daughters, grandmothers, aunts, and sisters to discuss the role that each family member plays in the upbringing of a child in the traditional ways. Plans are also underway for a similar informal dinner involving tribal men.

*For more information, contact Melody Silk, Early Childhood Program Director, Sitting Bull College, at: (701) 854-3861.*

## Requesting Culturally Reflective Health and Safety Information

As part of its Healthy Child Care America technical assistance materials development, Northwest Indian College in Bellingham, Washington, is gathering information for a health and safety guide that reflects a Native American perspective. The guide is to assist child care providers and program directors in helping parents understand health and safety regulations. Individuals who are willing to share their insights and traditions of their tribal communities are asked to contact:

**Carole Thomas**
**Child Care Director**
**Lummi Indian Business Council**
**2616 Kwina Road**
**Bellingham, WA 98226**
**or call: (360) 758-2781, fax: (360) 384-5521**

## *Spotlight on...*

**The National Indian Child Care Association (NICCA)** seeks to maintain an effective and efficient organization which advocates for quality child care provisions for Native American children. NICCA also provides statistical data and technical assistance to help tribes comply with federal regulations regarding tribal child care.

NICCA is comprised of tribal CCDBG grantees and other interested associate members. Decisions regarding issues that affect tribal child care programs are discussed and voted on by the full tribal membership. Tribes are allowed one vote per issue in order to assure impartiality. The NICCA Executive Board has 14 members: the chairperson, vice chairperson, secretary, treasurer, and 10 area representatives.

Currently, NICCA is sponsoring a design contest for an association logo. **Native American artists are invited to submit design entries by January 31, 1997.** NICCA is also in the process of developing a Home Page to be accessible via the World Wide Web.

*For more information about the National Indian Child Care Association, contact Janet Wise, NICCA President, 279 East 137th Street, Glenpool, OK, 74033, or call: (918) 758-1463, fax: (918) 758-1498, e-mail:* **jlw@ionet.net**

*With each issue, the* Child Care Bulletin *highlights resources available to the child care community. We encourage providers, parents, administrators, and other readers to share knowledge of what is available so that we may pass it on to the field.*

## Publications

➢***Guide to USDA Programs for Native Americans***
United States Department of Agriculture (USDA)

Last published in 1992, this booklet is to be updated and made available in spring 1997. It provides information on USDA program benefits and identifies contacts for finding out more information. (For availability, contact Mary McNeil, Director of Native American Programs, USDA, 14th and Independence Ave., SW, Room 346A, Washington, DC 20250, or call: (202) 720-3805, fax: (202) 720-6972).

➢***Tribal College: Journal of American Indian Higher Education***
American Indian Higher Education Consortium

This quarterly publication of the American Indian Higher Education Consortium (AIHEC), addresses broad subjects relevant to education and to the future of Native communities. (Available for $18 per year from Tribal College Journal, P.O. Box 720, Mancos, CO 81328, or call: (970) 533-9170, fax: (970) 533-9145, or e-mail: **tcj@sisna.com**. Information about previous and future issues is available at the *Tribal College Journal* website: **http://fdl.cc.mn.us/tcj**).

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**Head Start Program Performance Standards Revised**

The Administration on Children, Youth and Families published the Final Rule - Head Start Program Performance Standards on November 5, 1996 in the Federal Register, Vol. 61, No. 215. This comprehensive revision encompasses all performance standards for Head Start programs and integrates them with new standards for serving infants and toddlers. The standards go into effect January 1, 1998, although grantee and delegate agencies may implement the standards prior to that date. *Send inquiries to: Head Start Performance Standards, P.O. Box 1182, Washington, DC 20013, or call the Head Start Publications Center at: (202) 205-8560.*

## Organizational and Electronic Resources

**The National Indian Child Welfare Association (NICWA)** works to insure that every Indian child has access to community-based, culturally appropriate services to help them grow up safe, healthy and spiritually strong. NICWA provides training and technical assistance in topics related to child welfare and family preservation, and publishes a bimonthly newsletter, *Pathways*, and other printed materials. *To learn more, contact Terry Cross, NICWA Executive Director, 3611 S.W. Hood St., Suite 201, Portland, OR, 97201, or call: (503) 222-4044, fax: (503) 222-4007, or e-mail:* **TCross820@aol.com**

**The National Indian Health Board (NIHB)** provides technical assistance to members and Indian organizations on health topics. *For more information, contact Yvette Joseph-Fox, NIHB Executive Director, 1385 S. Colorado Blvd., Suite A-707, Denver, CO 80222, or call: (303) 759-3075, fax: (303) 759-3674.*

❖**Alaska Native Health Board:**
http://www.alaska.net/~bendersk/anhb.htm
❖**Indian Health Service:** http://www.ihs.gov
❖**Native American Sites:**
http://www.pitt.edu/~lmitten/indians.html
❖**Native Education Resources:**
http://www.mcrel.org/.../products/nativeed/national.html
❖**Native Web:** http://web.maxwell.syr.edu/nativeweb

**Tribal Reporting Requirements**

The Child Care Bureau has determined that tribal grantees should continue to report program information in the same manner as in the past, using the ACF-700. Tribes and tribal organizations will not be required to file the Biannual Aggregate Child Care and Development Fund Report (ACF-800) nor the Quarterly Disaggregate Child Care and Development Fund Reports (ACF-801). Tribes are strongly encouraged to complete the ACF-700, as this information will be reported to Congress for deliberations regarding the child care needs of Native Americans. During the next year, the Bureau will be looking at streamlining the ACF-700 form.

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Internet access to the National Child Care Information Center:

- World Wide Web:
  ***http://ericps.ed.uiuc.edu/nccic/nccichome.html***
- Gopher: ***ericps.ed.uiuc.edu***
  then select menu item for NCCIC.

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**Olivia A. Golden**, Acting Assistant Secretary, Administration for Children and Families

**Michael Kharfen**, Director, Office of Public Affairs

**Joan Lombardi**, Associate Commissioner, Child Care Bureau, Administration on Children, Youth and Families

Internet access to the Child Care Bureau:

***http://www.acf.dhhs.gov***
choose *ACF Programs and Administrative Services*

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## Next Issue:

# Community Based Child Care Planning

*Please send articles or ideas for future issues to the Editor,* **Child Care Bulletin.**

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